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ABSTRACT

One of the programs included in "Effective Reading Programs...," the Continuous Progress Reading Program is structured by specific performance objectives and corresponding diagnostic test items within each of 17 sequential levels. Begun in 1971, the program serves first through sixth grade students in a number of schools. The students move through a cycle in which their reading levels are determined and their specific reading skill needs are diagnosed. On this basis, subgrouping takes place within levels according to specific needs, and instructional activities are prescribed and conducted to meet individual and group needs. When a student has mastered the skills at one level, his or her needs at the next level are diagnosed and the cycle begins again. Feedback about each child's performance is provided to children individually, to children in small groups, and to parents in conferences. A major goal of the program is to evolve an increasingly efficient differentiated staff operation and to develop detailed descriptions of staff roles and organization charts. Program materials include informal reading inventories, a teacher handbook, and a collection of plans for varied skill development activities. (TO/AIR)

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TITLE III PROJECT DESCRIPTIVE REPORT
FOR
IDENTIFICATION/VALIDATION/DISSEMINATION (IVD) EFFORT

Project: PEGASUS
ESEA Title III, Section 306, #71-7464
Tuscaloosa City Board of Education
1100 21st Street, East
Tuscaloosa, Alabama 35401

Submitted by

Marie Sinclair, Project Director
August 10, 1973

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CS 001 823

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Enclosure II

I. Descriptive Data

A. Major Area of Concern: Reading

B. Project Title: Project: PEGASUS Personalized Educational Growth and Achievement: Selective Utilization of Staff

C. Project Director: Dr. Marie Sinclair

Address: Tuscaloosa City Board of Education
1100 21st Street, East
Tuscaloosa, Alabama 35401

Telephone: 758 - 3845

D. Superintendent of Schools: Dr. Hugh H. Stegall

Address: Tuscaloosa City Board of Education
1100 21st Street, East
Tuscaloosa, Alabama 35401

Telephone: 759 - 5705

E. Level of Funding:

		Beginning	Ending
Initial Grant	$ 10,000.	Date 3-29-71	6-21-71
1st Continuation	$ 134,000.	Date 6-22-71	6-29-72
2nd Continuation	$ 144,000.	Date 6-30-72	6-29-73
3rd Continuation	$ 135,904.	Date 6-30-73	6-30-74
Total	$ 423,904.		

II. Project Description

A. Overview of Project

1. Describe the motivation that encouraged the local education agency to apply for ESEA Title III funding.

2. Discuss the general purpose or goals of the project.

3. Comment on the number of students, grade level, staff training, materials, facilities, etc.

B. Objectives and Activities

1. Define specific objectives (performance and outcome).

II. PROJECT DESCRIPTION

A. Overview of Project

1. Motivation That Encouraged the Local Educational Agency to Apply for ESEA Title III Funding.

Among the problems cited in the Alabama Title III needs assessment as requiring "immediate attention" was the need of children for "increased or accelerated performance levels in basic skills, including reading...." Other top priority items were children's need for "an educational program based on objectives developed in behavioral terms," "enhanced self concept," and "personalized instruction."

The Basic Beliefs developed locally by teacher in-service groups as well as the needs identified in the Tuscaloosa Citizens' Study of Education[1] acknowledged the different learning styles and learning rates which children have. From these needs was derived the necessity for logical and sequential organizing of the child's learning experiences so that he might achieve continuous progress at his own pace within his individual learning pattern.

If reading instruction can be organized as sequential learning behaviors that can be assessed, then it should also be possible to organize and assess appropriate teaching strategies to "get at" the desired learning behaviors. From this basic concern was derived the innovative program for children and for teachers which took shape as an

---

[1] Records and mimeographed reports are on file in office of Coordinator of In-Service Education.

application for an ESEA Title III project. (The extensive planning activities which preceded the preparation of the Formal Proposal[2] are described in that document.)

2. General Purpose or Goals of the Project.

The general purpose of Project: PEGASUS is to attack the problem of children's reading deficiency by locally planning and operating a personalized, process-oriented program of continuous learning for mastery through the organizational arrangement of a differentiated staff. Concomitantly, a prototype of staff differentiation is being stabilized, demonstrated, evaluated, and refined.

The Instructional Component of the project comprises its major purpose: to help children increase or accelerate their reading achievement---or simply, to help them become better and more eager readers. All other project components and activities function in support of this major thrust. Installing and operating this component has required firm commitment to the concept of continuous progress in basic communicative and reading skills within the context of a sequential, nongraded elementary school program.

This idea recognizes that children bring to school exceedingly diverse experiential backgrounds; that they come as unique individuals in terms of feelings, interests, motivations, and inherited chromosome arrangements; and that learning rates vary among individuals as well as within an individual, according to the type of learning task at hand. The reading curriculum should be so organized

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[2] Special Programs and Projects (Title III, Section 306, ESEA) FORMAL PROPOSAL PEGASUS: Personalized Educational Growth and Achievement; Selective Utilization of Staff. Tuscaloosa City Board of Education, Tuscaloosa, Alabama, May 19, 1971.

that each child can experience success as he progresses from level to level.

3. Number of Students, Grade Level (Target Population); Materials and Facilities; Staff Training.

a. Target Population

During the past two operational years Project: PEGASUS has served all elementary children in the Primary Target School (Northington School) and others in three Satellite Schools. In each Satellite School a "micro-staff" of at least three teachers with a cluster of children spanning four or more reading levels are participating in the program. The total target population includes the following:

(1) Primary Target School (Northington), about 450 students
   (a) Cluster I (first and second year elementary children)
   (b) Cluster II (third and fourth year elementary children)
   (c) Cluster III (fifth and sixth year elementary children)
(2) Satellite Schools
   (a) Alberta (about 100 third and fourth year children)
   (b) Stafford (about 85 primary aged children)
(3) Satellite Pilot School (Skyland), about 700 pupils (all elementary levels) (In addition to having a micro-staff this school uses project materials with all children on a pilot basis.)

Figure 1 presents the organization of the Primary Target School children as related to the floor plan of Northington School. (A central facility for exceptional children occupies an additional wing of this building, but these children are not project participants.)

4-29-72

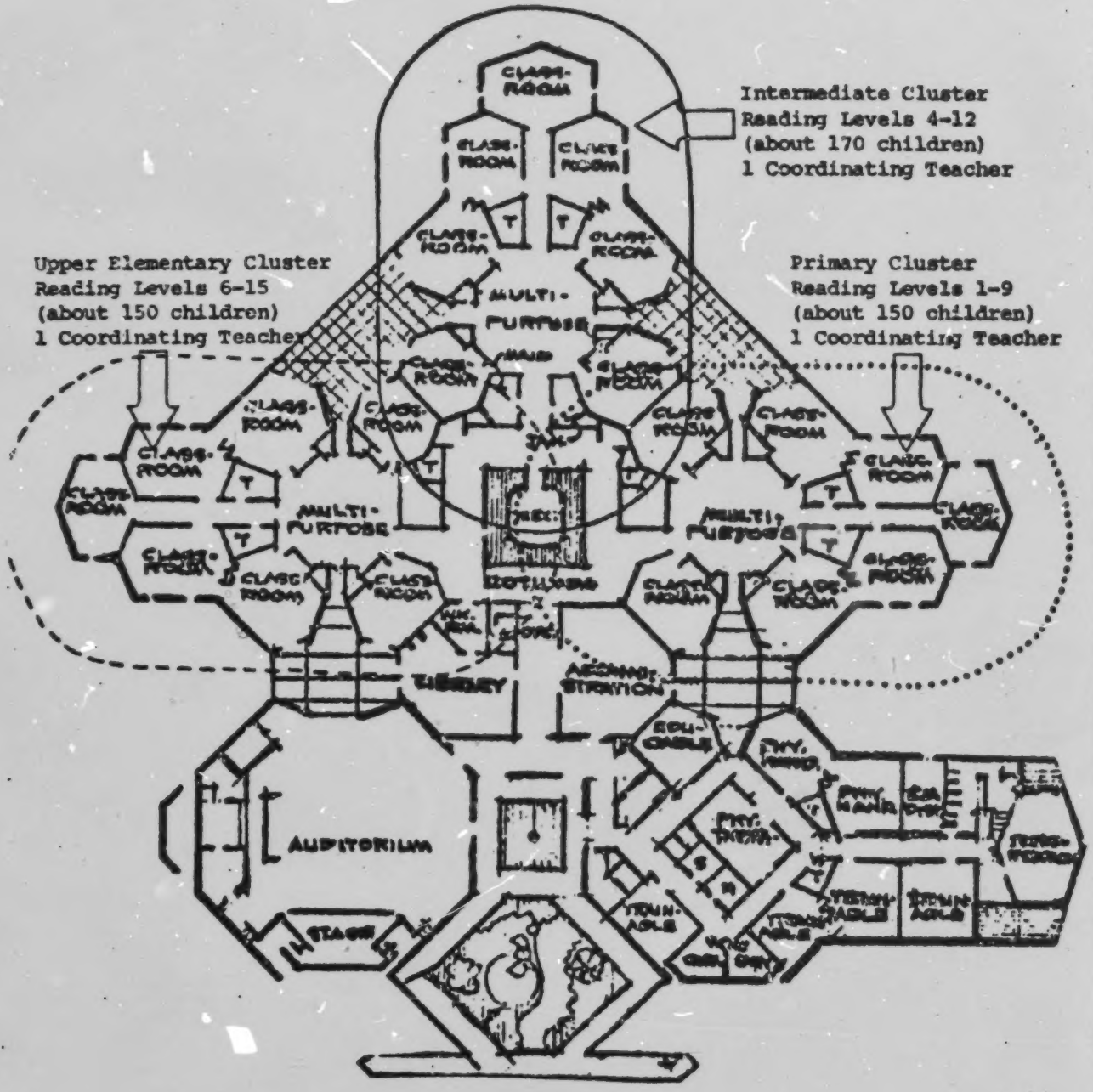

Figure 1

CONTINUOUS READING PROGRESS PLAN FOR CHILDREN

as Related to
Northington Elementary School
Tuscaloosa, Alabama

b. Materials and Facilities

The basic structure of the Continuous Progress Reading Materials presently consists of specific reading skills defined behaviorally within each of sixteen sequential elementary levels (Attachment A). A companion Diagnostic Instrument for each level (Attachment B) contains a variety of tasks for the learner to perform in order to demonstrate his mastery of the skills. Specific helps for teachers include the Teacher's Guide and Key for each level (Attachment C) and the Teacher's Handbook for the overall program, which is presently being revised. The most important project contribution may well be, however, the resource files of Plans for Skill Development Activities (Attachment D), which have been progressively developing during this second operational year. These triple-track materials are organized for helping rapid, average, and slower attaining children learn the basic reading skills within each level. Recommended approaches and materials vary according to children's varying learning rates and styles.

Operating the program requires determining entry levels in reading and communication skills, diagnosing skills in which instruction is needed, grouping and sub-grouping children according to established needs, instructing them on this personalized basis, and conducting formative evaluation of specific skills. Teaching strategies or approaches are prescribed and executed for a total reading group, for sub-groups, or for an individual child, as needed. A Skills Progress Chart (Attachment E) is used for this

purpose, and it also provides a graphic picture of each learner's progress toward mastery of the skills at a given level. Periodic parent conferences are a part of the system for reporting children's progress, which is congruous with the purposes of the sequential program.

Because children's learning rates vary, they sometimes progress from one level to the next at different times. The goal at each level is mastery[3] of that group of skills, with the support of good teaching, properly prescribed materials, and sufficient time for learning to take place. A child's progress within a level is noted on his Skills Check List (Attachment A), and his movement to a higher level is recorded on his individual Reading Progress Record Folder (Attachment F). For project documentation and evaluation a Reading Progress Record Card file (Attachment G) is also maintained.

Recognition that learning is multi-dimensional has guided the development of a program that can be used with any basal series or other approach to reading instruction. It is compatible with any classroom organization, and the teacher's personal interaction with the child is highly valued.

The facilities and space found in any typical elementary school would be adequate for the adoption of Project: PEGASUS functions. The Continuous Progress Reading Materials for children comprise their regular developmental reading program. Neither special reading teachers nor additional classroom space is required.

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[3] Concept of mastery (from Carroll) was redefined for reading skills in project workshop, August, 1972.

Providing for small group and individual instruction is being accomplished with ingenuity in the project schools. A cassette or reel-to-reel audio recorder is adequate, and the taping can take place in a regular classroom.

c. Staff Training

The overall purpose of the Staff Development Component is two-fold: to increase the competency of educational personnel in certain abilities relevant to operating the program for children; and to function as an evolving differentiated staff by reanalyzing, reassessing, and redefining the roles within the career ladder prototype. Process Objectives related to differentiated staffing include the periodic assessment and revision of certain lists, charts, written agreements, etc., such as the following:

(1) Delineation of teaching skills and approaches to facilitate the personalization of reading for children;

(2) Detailed role definitions for differentiated certified and non-certified personnel;

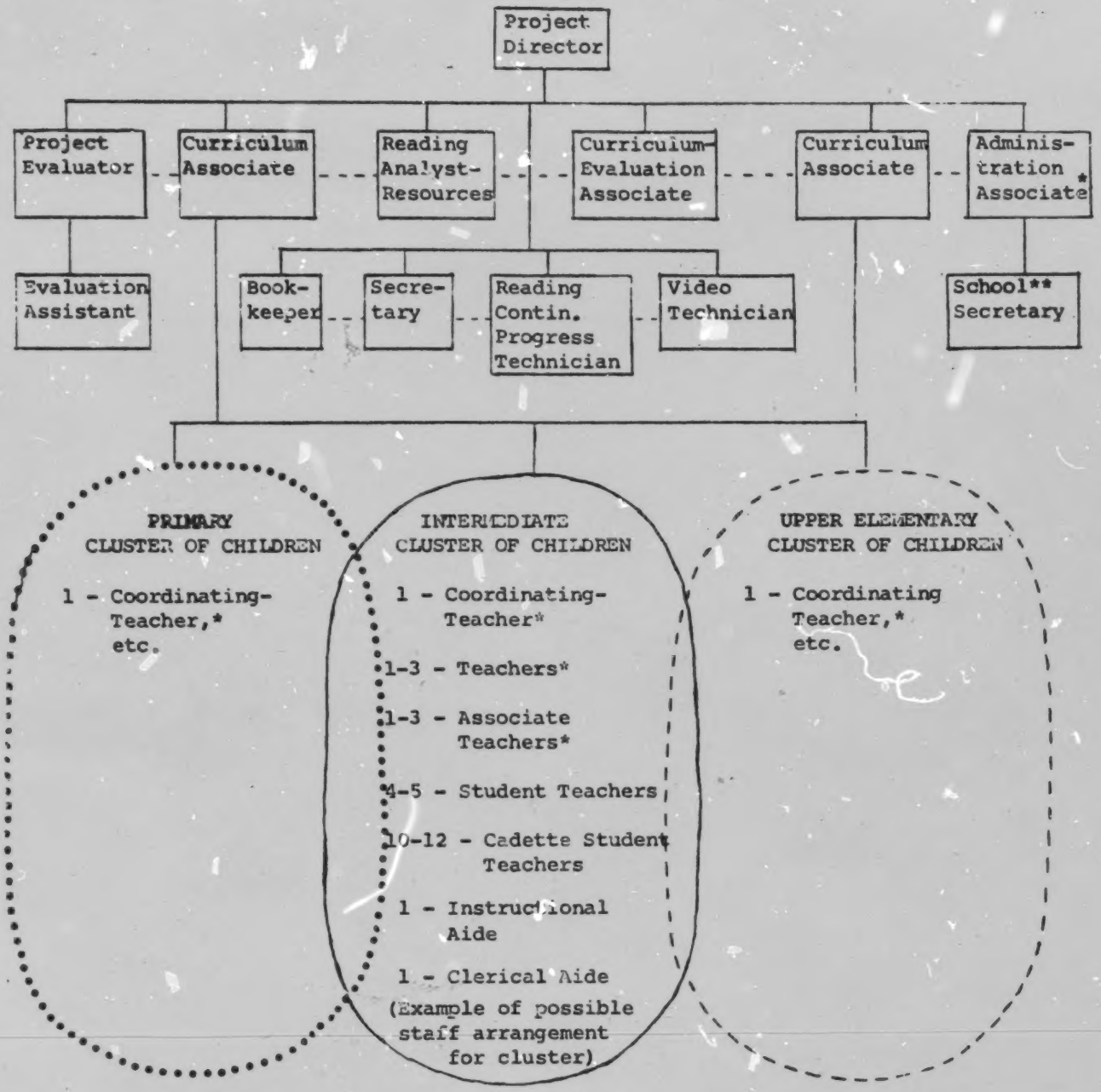
(3) A graphic organization chart for project personnel in the Primary Target School;

(4) Memorandum of Agreement negotiated between Satellite Micro-staffs and the Project;

(5) Performance Contract for Project Comprehensive Evaluation;

(6) Performance Contract for Educational Program Auditing.

Following in the body of this report (Figure 2) is the revised organizational chart of differentiated personnel as they have been



* General Fund Personnel
Paid by Title III for Extension of Time Commitment.
** General Fund Employee who does not work for Project.

Figure 2
A Differentiated Staff Organization
Project Personnel Organization Chart at the Primary Target School

functioning in the Primary Target School during the past school year. Embodied in this chart is the instructional career ladder of hierarchical positions through which classroom aides, cadette student teachers, and other instructional personnel may move progressively upward. As a basis for refining the Role Definitions for Differentiated Certified and Non-Certified Personnel *(Attachment H) specific planning and coordinating tasks and their corresponding requirements in time and responsibilities are periodically reanalyzed, reassessed, and redefined. Upon this basis the differentiated staff organization has been evolving as a change strategy for implementing and expanding the reading program for children.

The prime emphasis within the Staff Development Component, however, involves professional enhancement on the part of all PEGASUS participants. This aspect of the project is being accomplished through summer workshops, weekly school-year seminars, and a series of half-day workshop sessions, all of which are being conducted by the Project Director, the Evaluator, and the Curriculum Associates. Through an informal arrangement with the University of Alabama last year these staff training activities were organized within the academic framework of a graduate level class in teacher education. The Primary Target School principal and teachers as well as the Satellite principals and Micro-staffs participated for three semester hours credit each semester, with tuition charges waived.

Parts of most seminar sessions were utilized to draw

*Attachment H of this second printing consists of the role descriptions as updated in May, 1974, for Project: TRIAD, an Adopter Project of the PEGASUS program.

instructional personnel into making decisions which affect managerial as well as instructional aspects of the program. In addition each project teacher has been designing weekly a Plan for a Skill Development Activity (See Attachment D) on the basis of criteria generated by the total seminar group. Each plan, of course, is keyed to a specific objective at a given level.

Several of the periodic half-day workshops were devoted to examining various commercial instructional materials and making cross references to the PEGASUS structure. In other sessions teachers have been studying and practicing different approaches to the teaching of reading (language experience, etc.), diagnostic and remedial techniques, the guidance of independent study, and the generation of discussion questions at higher cognitive levels.

Another aspect of staff development involves engaging teachers in their self and cooperative assessment of video-taped micro-teaching segments. Focusing upon the discussion aspect of a reading lesson, each certified teacher, instructional aide, and student teacher is video-taped several times a year in a micro-teaching setting. Last year the teachers learned to analyze the verbal interaction of the reading group by employing the Reciprocal Category System, (Attachment I), which is a derivative of the Flanders system. In order to assess the cognitive level of their comprehension questions, project participants are learning to utilize a systematic observation schedule based upon The Barrett Taxonomy of Reading Comprehension.[4] Certain items within the

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[4] Theodore Clymer, "What Is 'Reading'?: Some Current Concepts," in Innovation and Change in Reading Instruction, ed. Helen M. Robinson, The 67th Yearbook of the National Society for the Study of Education (Chicago: N.S.S.E., 1968), pp. 7-29.

Barrett hierarchy have been revised or adapted to attain a closer match between the categories on the observation instrument (Attachments J and K) and the organization of the comprehension objectives within the PEGASUS materials.

In conjunction with the student teacher program of the University of Alabama the project's Curriculum Associates have supervised student teachers and conducted their weekly seminars within the PEGASUS Primary Target School. As mentioned earlier, the student teachers are periodically video-taped in a micro-teaching setting, with the video playbacks providing opportunities for the supervisor and student teacher to analyze these teaching efforts cooperatively.

B. Objectives and Activities

1. Specific Objectives (Performance and Outcome).

In the design of Project: PEGASUS performance outcome or product objectives have been specified in behavioral terms within the Instructional Component, Staff Development Component, and Community Involvement Component, as follows:

a. Instructional Component (Product Objectives)

PRODUCT Objective II-INSTR.A.2.a.(1).

At the end of each operational year (May) the performance by Primary Target Children of primary instructional reading levels on alternate forms of the appropriate (Primary A or Primary B) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows: a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level; b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level; c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.

PRODUCT Objective II-INSTR.A.2.a.(2).

At the end of each operational year (May) the performance by Primary Target Children of intermediate instructional reading levels on alternate forms of the appropriate (Primary C or Survey D) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows: a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level; b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level; c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.

PRODUCT Objective II-INSTR.A.2.a.(3).

At the end of each operational year (May) the performance by Primary Target Children of upper elementary instructional reading levels on alternate forms of Survey D, Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows: a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level; b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level; c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.

PRODUCT Objective II-INSTR.A.2.a.(4).

At the end of each operational year (May) the performance by Satellite Target Children of primary instructional reading levels on alternate forms of the appropriate (Primary A or Primary B) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows: a. 25% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level; b. An additional 25% (or a total of 50%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level; c. An additional 20% (or a total of 70%) either will have gained at least .8 year in grade placement or will score at or above their grade level.

PRODUCT Objective II-INSTR.A.2.a.(5).

At the end of each operational year (May) the performance by Satellite Target Children of intermediate instructional reading levels on alternate forms of the appropriate (Primary C or Survey D) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows: a. 25% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level; b. An additional 25% (or a total of 50%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level; c. An additional 20% (or a total of 70%) either will have gained at least .8 year in grade placement or will score at or above their grade level.

PRODUCT Objective II-INSTR.A.2.a.(6).

At the end of each operational year (May) the performance by Satellite Target Children of upper elementary instructional reading levels on alternate forms of Survey D, Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows: a. 25% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level; b. An additional 25% (or a total of 50%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level; c. An additional 20% (or a total of 70%) either will have gained at least .8 year in grade placement or will score at or above their grade level.

b. Staff Development Component (Product Objectives)

PRODUCT Objective II-STAFF DEVEL.A.2.a.(1).

During each project operational year the Project Director and other instructional staff members will revise, as needed, the following lists, charts, written agreements, etc. which are basic to the development of a differentiated instructional staff: (a) Written (tentative) job descriptions for each non-professional as well as for each professional staff position; (b) A graphic organization chart for project personnel, including the instructional career ladder of hierarchical positions through which classroom aides, cadette student teachers, and other instructional personnel may progressively move; (c) A graphic organization chart depicting the relationship of the Project Director to the school system; (d) Memorandum of Agreement between Project and Satellite School, delineating criteria for selection of Satellite Schools as well as the responsibilities of both parties.

PRODUCT Objective II-STAFF DEVEL.A.2.a.(2).

An increased efficiency in differentiation of staffing and in the provision of personalized instruction will be evidenced by the instructional personnel: a. The instructional personnel will evolve an increasingly efficient differentiated staffing operation. This will be evidenced by an increased correspondence between defined roles and performance of those roles. The degree of correspondence will be determined by comparing the various recorded activities of individuals with their respective role definitions. b. The instructional personnel will increasingly personalize instruction. This will be evidenced by their assigning tasks to children on the basis of their diagnosed reading deficiencies and by their increased use of one-to-one and small group instruction to overcome these differentiated weaknesses.

c. Community Involvement Component (Product Objectives)

PRODUCT Objective II-COMM. INVOLV.A.2.a.(1).

During each operational year at least 60% of the Primary Target School enrollment will be represented by parent participation in two scheduled parent-teacher conferences.

PRODUCT Objective II-COMM.INVOLV.A.2.a.(2).

Community Council involvement and interest will be demonstrated by 60% attendance at the scheduled meetings. Minutes of the Community Council meetings will constitute the basic data for assessing the degree of involvement.

PRODUCT Objective II-COMM. INVOLV.A.2.a.(3).

Community involvement and interest in the program will be demonstrated by the attendance of at least two hundred people at a project-sponsored open house at the Primary Target School.

2. Specific Activities Designed to Accomplish Objectives.

In the design of Project: PEGASUS the process objectives, or activities designed to accomplish product objectives, have been specified in behavioral terms for each component of the project: Overall Project Management, Instructional, Staff Development, and Community Involvement, as follows:

a. Overall Project Management (Process or Activities)

PROCESS Objective I.A.4.c.(Mgt.)(1).

Project Director, Project Associates, and Satellite Principals will install the major project components and operate the program in terms of the management time lines, with one week leeway before or after the dates.

PROCESS Objective I.A.4.c.(Mgt.)(2).

Project Director and staff will document modifications in aspects of project operations as needed, including field testing of Reading Continuous Progress Materials.

PROCESS Objective I.A.4.a.(Mgt.)(3).

As problematic situations arise within the context of decision making, the Project Director and staff will review the responsibilities of the project participants involved and will revise, if necessary, the relevant arrangements for recording and communicating decisions reached.

PROCESS Objective I.A.4.c.(Mgt.)(4).

The Project Director and staff will disseminate information about project functions through: a. One brochure per year to parents of the project; b. Reports on progress of the project at each Community Council meeting; c. At least two news stories; d. At least two presentations for radio and/or television.

b. Instructional Component (Process or Activities)

During each operational year the project instructional personnel will perform the following activities to achieve the Instructional Product Objectives:

PROCESS Objective II-INSTR.A.2.b.(1).

Find, study, and develop instructional materials and learning activities, and identify the reading objectives within appropriate levels for which they are relevant.

PROCESS Objective II-INSTR.A.2.b.(2).

Determine initial entry learning levels of new students by: (a) administering the appropriate levels of project developed informal reading inventories; and (b) administering the appropriate level, as determined by the results of the informal inventory, of the Reading Diagnostic Instrument (Revised), Tuscaloosa City Schools. Document the administration and scoring

of this instrument and record test results. The Coordinating Teacher will be responsible to the Curriculum Associate for arranging for the administration, scoring, and interpreting of the diagnostic tests.

PROCESS Objective II-INSTR.A.2.b.(3).

Conduct formative evaluation as an integral part of the teaching-learning process in reading, specifically: a. Administer the appropriate level of the Diagnostic Instrument and record results on the Reading Skills Check Lists, Individual Progress Record, and the Master Record Sheet; b. Group and sub-group children for learning experiences; c. Prescribe instructional methods and materials; d. Check mastery of objectives; e. Provide feedback on the child's performance...to child in individual conference... to children in small groups...to parents in conferences; f. Use results of evaluation to regroup and make new learning prescriptions.

PROCESS Objective II-INSTR.A.2.b.(4).

Execute the teaching strategies which have been prescribed for individual children and for groups, as follows: a. with total reading group; b. with sub-groups; c. with an individual child.

c. Staff Development Component (Process or Activities)

The following are activities generated to achieve the Staff Development Product Objectives:

PROCESS Objective II-STAFF DEVEL.A.2.b.(1).

During each operational year the Project Director and Managerial Staff will conduct a summer workshop, a school year seminar, and half-day in-service sessions for the purpose of developing the skills needed to implement and modify the objectives and structure of the project. These sessions will be directed toward the development by project teacher participants of skills, including:

a. Curriculum decision making, specifically, continually assessing and revising the Continuous Reading Progress Materials: Sequential Levels of Skills; the Diagnostic Instruments; Teacher's Keys for Diagnostic Instruments; and Developmental Instructional Materials and Activities.
b. Practicing the administration of the Diagnostic Tests in the Continuous Reading Progress Materials, informal reading inventories, and/or other diagnostic measures.
c. Examining and selecting various instructional materials to use in attaining reading performance objectives.
d. Learning and practicing skills related to classroom verbal interaction analysis.
e. Learning and practicing skills related to the observation and analysis of classroom cognitive behavior.
f. Engaging in video-taping and feedback sessions in a micro-teaching setting.

d. Community Involvement Component (Process or Activities)

PROCESS Objective II-COMM. INVOLV.A.2.b.(1).

The Primary Target School Principal will schedule and coordinate two parent-teacher conferences for parents of each child enrolled. Each teacher will plan and initiate the parent-teacher conferences and record any major particulars.

PROCESS Objective II-COMM. INVOLV.A.2.b.(2).

The Project Director and the Community Council Chairman will plan and initiate three meetings of the Council. The Project Director's log will be the means through which any major particulars will be noted.

PROCESS Objective II-COMM. INVOLV.A.2.b.(3).

The Target School project participants and P.T.A. representatives will plan and initiate at least one open-house during the school year. The Project Director's log will be the means through which any major particulars will be noted.

3. Human Interest Examples Relating to the Involvement of Children and Teachers; Problems Encountered; Special Relationships with the Community, etc.

a. Human Interest Examples Relating to the Involvement of Children and Teachers.

(1) Selections of Children's Writing from Let's Read Our Stories, a Project Periodical for Children.

Woodpecker

A Woodpecker sits
And strains his neck
As he sits in a tree
To go peck, peck, peck!

Lauire Hicks

Tails

Some tails wiggle
Some tails wag
Some tails curl
Some tails drag
Some tails flip
Some tails fan

It seems that every kind of
tail does the best it can.

Kendra Stokes

What It's Like To Be An Icee Cup

I am an icee cup. This summer someone took me and put some cold freezy junk in me. They made me catch a cold and wouldn't take me to the doctor.

Then whoever this mean person was poked a straw down in me. They would take a sip and poke me some more.

When they were through with that cold stuff they took me over by the school and then they stepped on me!

Now I am all bent and ugly. All the rest of the summer people stepped on me and it poured rain.

Now school has started and more and more people step on me. The principal put me in a trash can. What could be worse than a trash can! Some sweet person took me out.

Last night and yesterday it rained. Today the sun dried me off.

Sometimes I'd rather be a worm.

Darlene Craven
Skyland

The butterfly sails
Like a leaf slowly floating
On winds very light.

Richard Powell
Northington

The birds flew through the
Beautiful sunset swiftly
Like sparkling silver.

Jeff Maddox
Northington

What Is White?

What is white
White are the stars on black nights
White is the snow falling so light
White is a shoe
White is a ghost who jumps out to say "Boo!".

Laurie Hicks
Northington

Candle
Tall, red
Burns on Christmas
Glows all night long
Light.

Dana Gerald
Alberta

(2) Six and Seven Year Old Children Comment about Pegasus, Christmas, and Reading: (More Selections from Let's Read Our Stories).

I like reading because I like to read in a book. It is fun to be in school.

Karen Franks

I like reading because I learn how to read and it is fun.

Vicki Davis

I like reading because you get to do fun things, and I like the work you get to do, and you get to read good books.

Robbie

I like reading because it is fun and because I get to read about Buzzy Beet.

Tim King

Pegasus are horses they are horse that lived long ago.

Patrick Jones

Pegasus was a horse he threw a man off his back and flew into the sky.

Pamela Hewett

What Christmas Means to me

It means that when Santa Claus comes and he gives us presents. you no what else it means to me, it is a holiday for everyone because you get toys and it is Jesus birthday.

Barry Milner
Northington

(3) Other Youngsters Tell How They Feel about Writing, Reading, and Project: PEGASUS.

When I write I feel so free and innocent. And I feel just good. Writing is happiness. I love to write.

Lori Parr

Reading means a lot to me. Reading is my favorite thing and I like to hear my teacher read.

Ann Mattox

I am glad I am in PEGASUS. I like to read books and poems. What I like best is my "HAPPINESS IS READING" pin.

Dwight Deal

My teacher said read every word I see. I got a owner's manual with my motor, and I am going to read it again.

Sidney

I like reading because I learn things that are very interesting. Reading is all I do at night because I enjoy it. Every summer I join the club at Friedman Library. Fiction is what I like to read most of all. Happiness is Reading.

LaPhon Holston

Writing makes me happy.
Writing helps me learn.
Writing is hard on me.
Writing is Good.

Alan Head

I enjoy reading because lots of stories have happy endings. I like reading because it is fun. I like to read because it teaches me what I do not know about. You will enjoy reading if you Read.

Michelle Hannah

I like Project: PEGASUS because it helps me to read better. I am very, very proud of my "HAPPINESS IS READING" pin. I like to read the stories and poems in the PEGASUS booklet.

Leslie Baggett

I like "Let's Read Our Stories" because I've gotten my little jokes and stories in it.

Dennis A.

The games that the PEGASUS program gives to us are good for rainy days.

Kip McKee

(4) Teachers Communicate with Parents through Their Comments in Let's Read Our Stories.

Take Time To Read

In our modern day of television and other attractions reading is sometimes neglected.

Reading offers many pleasures:
Take a trip to a far away land.
Find out more about your favorite hobby.
Curl up with a good who-dun-it.
Walk and talk with a person from the pages of history.
Learn how Joe became a pro.
Read the efforts from some of the budding authors in our own school.
Take time to read and discover a whole new world!

Ann H. Tarleton
Coordinating Teacher
Northington School

Contract Reading
A Stimulating Approach

Interest in a subject is one of the best motivating factors for purposeful effective reading. Our reading program, PEGASUS, provides for many innovations.

Why not use Contract Reading as a stimulus? It is simply an agreement between two or more parties to complete a said amount of reading activities, interlocking writing, dramatics and discussion, within a given time. Contract reading affords an opportunity to emphasize the basic reading skills: word analysis, comprehension, and study skills. It also creates interest for all reading levels.

Try it! You may like it!

Yvonne Fluker
Coordinating Teacher
Northington School

Let's Read Our Stories

Children are so busy today they barely have time to express their feelings and to be creative. Through the creative writing, they have the opportunity to be themselves and do something they really enjoy whether it be to write a poem, a story, or a song. They can convey ideas you never realized they had and are at the same time learning to express themselves in a written form.

The children are enthusiastic when it comes to participating in creative writing and look forward to sharing their work with others.

Becky Wooldridge
Lead Teacher
Alberta School

Project: PEGASUS As A Ball

Did you ever think of reading in comparison to a ball. The first lesson I get from a ball is that it has no end. You will notice it is round. If an ant starts to crawl around it and wanted to jump off, he would keep crawling, so as it is with reading, it has no end.

A ball can easily drift down stream, but it requires effort to go up stream. One of life's greatest temptations is just to drift along with the tide. But can we afford to let our boys and girls drift with the tide? They must show progress and progress requires struggle and effort for progress in reading.

Fannye Gray
Lead Teacher
Stafford School

(5) Project-related Experiences Reported by PEGASUS Teachers.

Project: PEGASUS provides incentive for a child:

James was an over-aged boy in my 5th year homeroom class. He came to school with a chip on his shoulder - daring anyone to cross him. Because he had a record of being unable to get along with teachers and peer group, he was selected as one of the children that might benefit from being in an emotionally disturbed class. There his reading instruction period was spent at a study carrel working in an SRA Reading Laboratory.

As his homeroom teacher I had gained rapport with James by being firm but kind. One day I asked him about his progress in reading. He shrugged his shoulders and was reluctant to talk about it. At that time I was teaching Level 10. James was struggling along in Level 7. I asked him if he'd be interested in working real hard and moving into my class for reading. His face brightened and he said he would. I talked to his teacher about moving James to a regular reading class and asked her to administer a diagnostic instrument for the next level.

James gave up his art period to take the diagnostic test. (This was a sacrifice for James, for he was a good artist and he loved art.)

James did well on Level 8 and was given the diagnostic test for the next level. This time James gave up his P.E. period to finish the test. (Up until now P.E. and art were James' best subjects.) Never had James worked so hard. At the end of the year James was working on Level 10 and almost ready to be diagnosed for Level 11.

Project: PEGASUS teachers are appreciated by parents. The following are excerpts from notes written to one of the teachers at Northington:

. . . our family is very grateful to you for the "masterpiece of teaching" you have done with Lee this year. You can never know how really thankful we are to see his progress.

We looked all over town for a "butterfly" pin because Lee said you love "flowers and butterflies and pretty things out of doors." He finally settled for red cherries because he said you liked them and Washington has cherry trees. (He re-told the story of your trip to us and we all enjoyed it too.)

Hope you have a nice summer.

Many, many heartfelt thanks.

. . . Just a note to thank you for the inspiration of many things to Linda. She truly loves and admires you. Thrilled over her art learned in your room . . .

(Linda was motivated to read a great variety of books on various subjects because she wanted her art work to "look just right.")

A Project: PEGASUS teacher goes to Washington:

One of the responsibilities of the Project: PEGASUS teachers that were selected to go to the ED/Fair in Washington was to man the booth for certain periods of time each day.

Things had slowed down for me that day at the booth. Then a short, plump man came by. "Could I explain Project: PEGASUS to you?" I asked. When he gave an affirmative nod, I explained how we individualize our reading instruction, teaching children the skills they need.

"What's new about this?" he asked, "we've been saying we've taken care of individual differences in education for years."

I replied, "I know we've been saying that, but you know as well as I do that we haven't. This project really does just that! In our school we don't dip all the children in the same wash water any more. I could never go back to teaching reading the way we used to teach it."

"Would you like to sign our register?" I asked.

"I don't like to sign my name," he retorted. Nevertheless, he took out a rubber stamp and stamped the sheet and moved on. Curiosity prompted me to see who this 'ornery' creature was. You can imagine my chagrin when I saw that he was an official in the Office of Education and Welfare.

(6) Photographic Examples of Continuous Personalization of Instruction.

Glossy prints of the following xeroxed photographs are available from the Project Director. These are samples of black and white prints, but color slides have also been made of various project activities.

Pages 25-29 removed due to inability to reproduce

b. Problems Encountered and Strategies for Resolving Them.

(1) From the implementation of the project the Curriculum Associates have been the personnel most familiar with instructional problems in personalizing instruction for children, and hence they have assumed a key role in shaping a smoothly operating program. Within the second operational year it was necessary for the Coordinating Teacher in each cluster (Lead Teachers in Satellite Schools) to assume some of the functions earlier performed by the Curriculum Associates. In order that this might take place the Instructional Aides' time was scheduled so that freeing the Coordinating Teacher for that purpose received the highest priority. In the seminar meetings opportunities were seized to provide structure for expanding the leadership and decision making base. During FY 73 definite leadership potential began to emerge on the part of the Coordinating Teachers. Continued attention will be given to this challenge as roles are redefined during the third operational year.

(2) From teachers' recommendations during FY 73 there evolved the need for adding to the Continuous Progress Reading Materials certain specific reading objectives at various levels as well as several additional levels. This major curriculum work was undertaken by the project staff and a small group of teachers in June and July, 1973.

(3) The Informal Reading Inventory in the Continuous Progress Reading Materials was determined (through using it with children one full school year) not to have the most desirable reading content at various levels. Making a replacement has involved examining other inventories as to their content, interest, readability, and levels of cognition represented by questions to be asked. Through this procedure a project modification of a selected inventory has evloved.

(4) Project personnel, especially teachers and principals, had heavier responsibilities than usual this past year because all Tuscaloosa Elementary Schools were engaging in the intensive self-study process relevant to their application for accreditation by the Southern Association of Colleges and Schools. As a result the project experienced the challenge of operating within a real world rather than in an ideal environment devoid of outside pressures and anxieties.

c. Special Relationships with the Community.

(1) PEGASUS Community Council

Central to the project's Community Involvement Component is the functioning of the Project: PEGASUS Community Council, the general role of which is to assist, advise, and serve the project staff; to assist in evaluating the success of

the project; and to enhance the project's thrust by reaching the larger Tuscaloosa community.

Council members were selected so as to provide representation from the Tuscaloosa City Schools central office staff as well as from the faculties of participating schools. Council members from the community at large are representative of all economic levels, and include professional, business, industrial, student, and parent interests. Additional members, added after the original group was organized, were selected on the basis of the contribution they could make to the group, and on a need for representation in certain areas.

Presently the Community Council and the project staff are giving concerted attention to a two-fold challenge: (1) determining the means to continue successful practices with project students after the termination of Title III funding; (2) extending these functions throughout all Tuscaloosa elementary schools.

The Council has pledged itself to pursue actively the continuation of the project by making personal appeals to civic clubs, P.T.A.'s, and other community groups; by seeking clerical assistance for the program through the Volunteer Action Committee and through cooperative arrangements with the trade school, etc.; and by organizing a program of tutoring by capable lay personnel, including members of the Association of Retired Teachers. The project

staff will seek the continuation of those aspects of the project which depend upon cooperative arrangements with the University of Alabama Educational Research Program, Student Teacher Program, and the Cadette Student Teacher Program. Staff development activities will be coordinated with the school system's program of professional staff development and evaluation, which is being developed in response to the mandate of the Alabama State Board of Education.

(2) Communication with the Tuscaloosa Community.

Special efforts have been and are being made to involve parents and the community-at-large in the project. It is recognized that it is not only necessary to demonstrate improvement in the reading achievement of children, but it is equally necessary that the demonstration be visible to the community. Toward this purpose a series of video-taped presentations have been "aired" locally, including one made of a meeting of the Community Council and narrated by its chairman. A project open house has been held each year in October; and a PEGASUS brochure, designed and produced by Community Council members, has been distributed to parents of all elementary students in the Tuscaloosa City Schools.

Representative excerpts from FY 73 reports of community dissemination include the following:

(a) As a feature of the PEGASUS Open House on October 3, Mr. Thomas Joiner, Community Council Chairman, made an oral presentation to the parent and lay group assembled. His purpose was to explain the basic functions of the project, to describe project achievements thus far, and to engage lay support of these activities. He especially encouraged parents to visit project schools and to observe the PEGASUS program in action.

(b) Following up the series of system-wide workshops for elementary principals and teachers Project: PEGASUS has made available to other Tuscaloosa Schools certain of the Continuous Progress Reading Materials: (1) the recently developed Handbook to accompany the reading materials; (2) a supply of Informal Reading Inventories; (3) a supply of the recently designed (11-1-72) Reading Progress Record Folder.

(c) A Curriculum Associate conducted a tour of the Primary Target School and explained the PEGASUS program to two psychology professors and their graduate classes from the University of Alabama. The group observed project activities in primary as well as upper elementary levels. As a result one of the professors would like to return and work voluntarily on a consultant basis with children who have problems of a psychological nature.

(d) During the present quarter newsletters continued to be published as a means of relating current project activities to the Primary Target School Staff, Satellite participants, other Tuscaloosa City School personnel, and the Community Council.

(e) The PEGASUS Satellite teachers are sharing their project weekly seminar experiences with the other non-project personnel in their schools through casual conversations as well as in faculty presentations.

(f) During the quarter many Primary Target School teachers and other project staff members discussed informally with non-project teachers and Tuscaloosa lay people the current activities of PEGASUS. In some instances the project objectives and operational procedures during its first operational year were explained.

(3) PEGASUS Parents' Comments about the Project and Let's Read Our Stories.

The following written responses[5] are representative of those sent in by PEGASUS families in regard to the children's periodical, Let's Read Our Stories:

(a) I think the PEGASUS Project is very helpful to the children in many ways. I enjoyed reading this issue and was amazed at the talent some of these youngsters have in writing. And also how deep thinking they are. Maybe this will even help parents to understand the children a little better.

(b) Delightful is hardly adequate to describe the stories in this issue.

(c) I enjoyed reading these poems and stories. It really shows that children can do anything they enjoy. I think all children should have a chance to express their feelings.

(d) I think this project is very good for the children. This will encourage them to do a better job and take up more time with their writing, if they think it might be used.

(e) We sometimes overlook the sweetness and simplicity of our children's minds. This is a wonderful issue of thoughts and feelings.

(f) I enjoyed reading this material. It shows a great advancement in children's education since I went to school, and I graduated in 1969.

(g) I think the writing is very good, and it is surprising how young the children are. Especially with their grown-up ideas.

(h) I have enjoyed reading these stories of the children of all ages, and I know the children look forward to reading every issue.

(i) I think this is a wonderful way to show our children that we are interested in them and how they think. I think the children are doing a great job and are to be encouraged in this.

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[5] Complete documentation of this activity is on file in the project office.

(j) I'm sure the children enjoyed writing their own stories as much as I enjoyed reading them.

(k) The stories are great! I'm sure the children feel like professionals when they see their stories published. I think that printing the stories for others to read is a wonderful idea.

(l) We enjoyed this issue of Let's Read Our Stories very much. It's nice to have communication between home and school in this form. "A Trashroom's Troubles" is priceless!

(m) Reading these stories and poems is very interesting. I enjoyed all of them very much. It shows how creative children really are if given a chance to show it.

C. Evidence of Effectiveness.

1. Evaluation Strategy

The PEGASUS Comprehension Evaluation Design, 2-15-73 Revision, comprises the overall and detailed strategy for project evaluation (Attachment L). Organized by project components (Overall Project Management, Instructional, Staff Development, and Community Involvement), this plan includes for each project objective (process and product)[6] the specific measurement techniques and instruments to be used, data collection procedures, data analysis techniques, and data analysis presentation method. (On Charts I and II of this document are presented the evaluation details and on Chart III, the educational program audit plan for each performance objective.)

Thus it is seen that the overall plan for evaluation is directly derived from the specific project objectives and that it consists

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[6] These process and product objectives have been stated in full in Sections II.B.1. and II.B.2. of this report and will not be repeated at this point.

of the collective strategies for the assessment of these objectives. Congruence of the evaluation design with project objectives has been documented within the several evaluation reports prepared thus far and has been certified by the Educational Program Auditor's reviews of these reports as well as by the critical reviews of the O.E. Program Manager.

All aspects of this design are periodically critiqued by the Educational Program Auditor as well as by the O.E. Program Manager, and several revisions have been made during the past two operational years. In summary, the evaluation strategy detailed in the Comprehensive Evaluation Design consists of the following general procedures:

a. Summative evaluation of Instructional Product Objectives --- pre-post with alternate forms and appropriate levels of the Gates-MacGinitie Reading Tests.

   All of the project's learner objectives are defined in terms of measurable behavior. For each objective the expected level of performance and evaluation technique are specified. Conditions under which the objective is to be attained are delineated. In the Evaluation Plan, Attachment L, this information is presented on Chart I for each objective. Additional details concerning data gathering techniques are delineated in the PEGASUS mimeographed instructions for standardized test administration and test scoring, which are on file in the project office and with the Office of Education.

b. Diagnostic evaluation within sixteen instructional levels, to determine the level for reading instruction, as well as the strengths and weaknesses of each child. (See Attachments B, C, E, F, and G.)

c. Formative evaluation within these sixteen levels, to check the progress of each child through the various stages of the Continuous Progress Reading Materials.

d. Instructional process evaluation through Weekly Progress Reports, Planning Session Records, and systematic observation.

On the Weekly Progress Report (Attachment M) teachers report the proportion of time they spend on various Instructional Process Objectives, or the instructional procedures to be followed in attaining the Product Objectives. Collectively these instructional activities constitute the project strategy developed to personalize instruction. In general the teacher self-report data collected on the Weekly Progress Reports are analyzed in such a way as to achieve these two purposes:

(1) to provide a detailed picture of the instructional tasks that actually are performed;
(2) to describe the instructional procedures in terms of their contribution to the attainment of personalized instruction utilizing staff differentiation.

Systematic observation of classroom teaching is used to gain an independent estimate of the distribution of instructional time. However, probably the most effective observations are conducted by the instructional staff itself. In several meetings per week of Coordinating Teachers, Curriculum Associates, and Teachers the instructional process is constantly under review.

e. Assessment of Staff Development Objectives through documentation of summer workshops, weekly seminars, and half-day in-service sessions.

Micro-teaching with audiovisual feedback and practice in applying different category systems for analyzing the teaching process has served to foster continuous self-evaluation on the part of teacher participants. Documentation of micro-teaching and other activities designed to increase the skills of teachers may also be found the the Planning Session Records, interaction analysis data collection sheets, and interaction analysis matrices.

f. Assessment of data relevant to the Community Involvement Component Objectives found in (1) the principal's and teacher's records of parent-teacher conferences, (2) the minutes of the Community Council meetings, and (3) the attendance records for the project-sponsored open house.

g. Documentation for the Overall Project Management, which is found in records of the evaluator's conferences and interviews with Project Director and Curriculum Associates.

2. Evaluation Results

a. Summary of Evaluation Evidence for Effectiveness and Exemplary Character of the Program, Including Details Such as Who Conducted the Evaluation; Sample Sizes; Statistical Reliability of Measures; Outcome Measures or Changes Obtained; and Educational Significance of Changes, etc.

(1) Who Conducted the Evaluation

All persons responsible for administering tests and collecting data are very well qualified. Among others these include:

(a) Project Director and Evaluator, who have overall responsibility for assigning personnel to administer evaluation instruments, and both of whom are specialists in the field of evaluation.

(b) Curriculum Associates, who have had first-hand experience with instructional situation, who have demonstrated exceptional competence as teachers, and who are knowledgeable about standardized testing and other aspects of evaluation. These Curriculum Associates participated in a University of Alabama summer course focused upon the evaluation of this project.

(c) Classroom teachers, whose role in the evaluation procedures was explained and discussed in several workshops and seminar sessions and who have received the equivalent of a course in evaluation within project workshops and weekly seminars.

(d) Graduate assistants of the University of Alabama, who under the direction of the Project Director and Evaluator generate special evaluative studies for the project.

(e) School principals, who coordinate the various evaluative data gathering activities within their whole school program.

(f) Reading Analyst, who serves as diagnostician for children with special reading problems. This person is a specialist in reading and educational psychology.

Particular care was taken to assure standardization of test administration, scoring, and recording of results; and the educational program audit reports have noted this accomplishment. Written procedures for these evaluation functions were developed by the project staff in September, 1972, and have been subsequently revised. (Copies of these procedures are on file in the Project Director's Office with the program auditor and with the Office of Education.)

Analysis of the data is under the personal direction of the Project Evaluator, who is Chairman of the Educational Research Program at the University of Alabama. All the resources of this program are used whenever necessary on problems involving statistics, research design, and evaluation techniques. Advanced graduate students in this program are assigned tasks of computer programming. Under these fortunate circumstances it is believed that an absolute minimum of human errors take place in this phase of evaluation procedures.

(2) Sample Size

For the purposes of summative evaluation the sample includes all children served by the project through the entire period from the pre-testing (early September) to the post-testing (early May) each operational year. Make-up testing is administered in order to accomplish this total sample. Children

who enroll after the pre-test administration will be tested in May, but their scores will not count toward project evaluation. Likewise the pre-test scores of children who withdraw from project schools before May will not affect the evaluation results.

On this basis the FY 73 evaluation sample included the following children:

(a) Primary Target School (Northington)

. . . Cluster I (First and Second Year)	110
. . . Cluster II (Third and Fourth Year) . . .	139
. . . Cluster III (Fifth and Sixth Year) . . .	155
PRIMARY TARGET TOTAL	404

(b) Satellite Target Schools (Alberta, Skyland and Stafford children combined according to years in school)

. . . First and Second Year	50
. . . Third and Fourth Year	122
. . . Fifth and Sixth Year	83
SATELLITE TARGET TOTAL	255

(3) Statistical Reliability of Measures

Evidence of extremely high reliability is found in the Gates-MacGinitie Reading Tests Technical Manual, 1965, which is on file in the project office. Alternate-form and split-half reliability coefficients are reported in Table 3, page 8. Alternate-form reliabilities for vocabulary and comprehension range from .81 to .89 for the various elementary levels;

split-half reliabilities for vocabulary and comprehension range from .89 to .96.

Although the technical manual of the Gates-MacGinitie Reading Tests contains no reference to validity as such, The Seventh Mental Measurement Yearbook, Vol. II (1972, p. 690) states that "as compared with other general reading tests, the Gates-MacGinitie Reading Tests would provide usable data on achievement in comprehension, vocabulary, and speed." For the purpose of assessing the attainment of learner-oriented product objectives, the project staff surveyed and studied numerous standardized reading tests and judged the Gates-MacGinitie (vocabulary and comprehension) to be more appropriate. The elementary levels of these tests quite well accommodate the achievement range of project children.

(4) Outcomes or Measures of Changes Obtained, by Project Component

(a) Overall Project Management

Specifically, the management process has been concerned with all the events listed as scheduled to occur through August 1, 1973, in the various management time lines contained in the Application for Continuation Grant, dated April 29, 1972, pages 78-91. Time lines for the following aspects of project operations are included:

. . . Fiscal and Overall Project Reports,

. . . Project Evaluation Procedures and Reports,

. . . Educational Program Audit,

. . . Management of Instructional Component,

. . . Management of Staff Development Component,

. . . Management of Community Involvement Component

All management activities relevant to each of the above series of events have been performed on schedule or ahead of schedule. In regard to Overall Project Management the following evaluative statements are quoted from the FY 73 Final Evaluation Report, dated July 6, 1973.

. . . From page 6

> The management process for Project: PEGASUS involved implementing an instructional organizational plan that departed markedly from the usual. The faculty of the Primary Target School voluntarily remained intact. Arrangements were made to teach the teachers the new procedures. The necessary attention to innumerable details in the process of launching the project further complicated the management process. The project director, the curriculum associates, the principals of the participating schools, and others with major implementing responsibilities are to be commended for their efficiency in discharging management responsibilities throughout the first two years of the project . . .

. . . From page 59

> The operation of the project has been smoother and more efficient during this second operational year. The inclusion of Coordinating Teachers in the weekly planning meetings has greatly improved the communication system of the project. The morale of the total staff has been quite good throughout the year. Staff members have become more involved in the activities of the project and more committed to its philosophy. . .

In the Final Educational Program Audit Report for FY 73, dated July 23, 1973, the following assessments of project management were stated:

. . . From page 2

> All major project components have been implemented according to the time-lines within one week leeway as scheduled in the April 29, 1972, Continuation Application. The Project Director has been very efficient in sending the auditor copies of all reports when submitted to U.S.O.E.

. . . From page 14

> The management of PEGASUS has been found to be efficient with a high productivity return with respect to the utilization of project resources which includes money and personnel. Due to the national exposure, personnel have not only carried out the contracted functions but have gone beyond this when opportunities evolved to improve and disseminate PEGASUS. Records, test data, student materials, etc. have been well organized by Project personnel and have been easily retrieved by the Auditor. All major deadlines have been met--some of which were not initially planned. Revisions have been made in the project from one operational year to another to not only up-date project activities but to make improvements based on project experiences.
>
> The auditor certainly concurs with the evaluation reporting of the Management function based on observations and examination of project data.

. . . From page 15

> The auditor views Project: PEGASUS as one of the most significant endeavors in the United States at this time. Probably no project in the country could match the output of this project during the last two years with the same funding level. Project: PEGASUS is made up with a group of educators with high professional spirits and concerns.

(b) Instructional Component --- Summative Evaluation of Product Objectives

In setting the level of performance for children in the first developmental-operational year of the project, the previous performance by children in the project schools was reviewed, and a higher gain level than actually expected was specified in the instructional product objectives as a strenuous challenge. Before the second year of the project, it was possible to define challenging and yet more realistic levels on the basis of children's performance on the tests administered during that developmental-operational year. This slight redefinition of performance levels, upon which the FY 73 evaluation was based, was made at the suggestion of the Evaluator, the Educational Program Auditor, and the O.E. Program Manager.

This summary of the accomplishment of instructional product objectives is drawn from the FY 73 Final Evaluation Report, dated July 6, 1973, pages 14-24:

> Product Objectives for the Instructional Component are defined in terms of gains made by pupils from a pre-testing of the appropriate level of the Gates-MacGinitie Reading Test administered in September, 1972, to a post-testing of the same test (alternate form) administered in May, 1973 . . . [with] approximately 8 months instructional time having elapsed between the initial and the post-testings.
>
> Information relative to the attainment of these objectives for the first two operational years of the project comprises Tables 1 through 6, as follows:

Column 1 --- The Objective,

Column 2 --- The percentage of pupils expected to reach a pre-specified achievement level,

Column 3 --- The project fiscal year,

Column 4 --- The percentage of pupils actually reaching the designated achievement level,

Column 5 --- Cumulative total of percentages,

Column 6 --- The number of pupils tested.

TABLE 1

Objective A.2.a.(1).

EXPECTED AND ACTUAL ACHIEVEMENT OF
PRIMARY TARGET CHILDREN, SCHOOL YEARS 1 AND 2

(1)	(2) % Expected	(3) Project Fiscal Year	(4) % Actual	(5) Cumulative % Total	(6) N
At the end of each operational year (May) the performance by Primary Target Children of primary instructional reading levels on alternate forms of the appropriate (Primary A or Primary B) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows:					
a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level.	30	1973	41.82	41.82	46
		1972	32.14	32.14	45
b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level.	25 T-55	1973	14.55	56.37	16
		1972	24.29	56.43	34
c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.	20 T-75	1973	20.00	76.37	22
		1972	17.86	74.29	25
d. .... lesser gain.	25	1973	23.63		26
		1972	25.71		36

TABLE 2

Objective A.2.a.(2).

EXPECTED AND ACTUAL ACHIEVEMENT OF
PRIMARY TARGET CHILDREN, SCHOOL YEARS 3 AND 4

(1)	(2) % Expected	(3) Project Fiscal Year	(4) % Actual	(5) Cumulative % Total	(6) N
At the end of each operational year (May) the performance by Primary Target Children of intermediate instructional reading levels on alternate forms of the appropriate (Primary C or Survey D) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows:					
a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level.	30	1973	41.01	41.01	57
		1972	35.03	35.03	55
b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level.	25 T-$\overline{55}$	1973	20.86	61.87	29
		1972	19.75	54.78	31
c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.	20 T-$\overline{75}$	1973	17.99	79.86	25
		1972	19.11	73.89	30
d. .... lesser gain.	25	1973	20.14		28
		1972	26.11		41

TABLE 3

Objective A.2.a.(3).

EXPECTED AND ACTUAL ACHIEVEMENT OF
PRIMARY TARGET CHILDREN, SCHOOL YEARS 5 AND 6

(1)	(2) % Expected	(3) Project Fiscal Year	(4) % Actual	(5) Cumulative % Total	(6) N
At the end of each operational year (May) the performance by Primary Target Children of upper elementary instructional reading levels on alternate forms of Survey D, Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows:					
a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level.	30	1973	41.94	41.94	65
		1972	45.22	45.22	71
b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level.	25	1973	12.90	54.84	20
	T-55	1972	12.10	57.32	19
c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.	20	1973	20.00	74.84	31
	T-75	1972	12.74	70.06	20
d. .... lesser gain.	25	1973	25.16		39
		1972	29.94		47

An examination of the data for the Primary Target School (Tables 1, 2, and 3) shows that . . . the percentage of children who met the (a), (b), or (c) criteria exceeded or equaled the percentages predicted for each of these three levels of expectancy. A striking aspect of these results is the exceptionally high percentage [41.58%] of children who . . . gained at least 1.8 years in grade placement or scored at least one year above grade level.

A comparison of this year's findings with those of FY 72 reveals that considerably more progress has been made during this second operational year by Primary Target School children. The combined percentages for all three sub-objectives within each major objective was higher than last year's corresponding total percentage in each instance . . . .

TABLE 4

Objective A.2.a.(4).

EXPECTED AND ACTUAL ACHIEVEMENT OF
SATELLITE TARGET CHILDREN, SCHOOL YEARS 1 AND 2

(1)	(2) % Expected	(3) Project Fiscal Year	(4) % Actual	(5) Cumulative % Total	(6) N
At the end of each operational year (May) the performance by Satellite Target Children of primary instructional reading levels on alternate forms of the appropriate (Primary A or Primary B) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows:					
a. 25% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level.	25	1973	12.00	12.00	6
		1972	23.08	23.08	21
b. An additional 25% (or a total of 50%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level.	25	1973	4.00	16.00	2
	T-50	1972	14.29	37.37	13
c. An additional 20% (or a total of 70%) either will have gained at least .8 year in grade placement or will score at or above their grade level.	20	1973	16.00	32.00	8
	T-70	1972	21.98	59.35	20
d. .... lesser gain.	30	1973	68.00		34
		1972	40.65		37

TABLE 5

Objective A.2.a.(5).

EXPECTED AND ACTUAL ACHIEVEMENT OF
SATELLITE TARGET CHILDREN, SCHOOL YEARS 3 AND 4

(1)	(2) % Expected	(3) Project Fiscal Year	(4) % Actual	(5) Cumulative % Total	(6) N
At the end of each operational year (May) the performance by Satellite Target Children of intermediate instructional reading levels on alternate forms of the appropriate (Primary C or Survey D) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows:					
a. 25% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level.	25	1973	38.52	38.52	47
		1972	32.58	32.58	72
b. An additional 25% (or a total of 50%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level.	25 T-50	1973	22.13	60.65	27
		1972	16.29	48.87	36
c. An additional 20% (or a total of 70%) either will have gained at least .8 year in grade placement or will score at or above their grade level.	20 T-70	1973	20.49	81.14	25
		1972	24.43	73.30	54
d. .... lesser gain.	30	1973	18.86		23
		1972	26.70		59

TABLE 6

Objective A.2.a.(6).

EXPECTED AND ACTUAL ACHIEVEMENT OF
SATELLITE TARGET CHILDREN, SCHOOL YEARS 5 AND 6

(1)	(2) % Expected	(3) Project Fiscal Year	(4) % Actual	(5) Cumulative % Total	(6) N
At the end of each operational year (May) the performance by Satellite Target Children of upper elementary instructional reading levels on alternate forms of Survey D, Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows:					
a. 25% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level.	25	1973	48.19	48.19	40
		1972	28.57	28.57	16
b. An additional 25% (or a total of 50%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level.	25	1973	8.43	56.62	7
	T-50	1972	23.21	51.78	13
c. An additional 20% (or a total of 70%) either will have gained at least .8 year in grade placement or will score at or above their grade level.	20	1973	18.07	74.69	15
	T-70	1972	19.64	71.42	11
d. .... lesser gain.	30	1973	25.30		21
		1972	28.58		16

An examination of the data for the Satellite Schools (Tables 4, 5, and 6) shows that each sub-objective of two . . . major product objectives was fully attained. Only Objective A.2.a.(4)., however, which related to the achievement of children in the first and second years of school, was not met. In this case . . . the circumstances of a drastic population change may provide, at least in part, an explanation for this apparent deficit in achievement. The Satellite School which has primary aged children . . . absorbed a number of children from an inner-city school in September, 1972, as a result of re-zoning . . . .

The achievement of Satellite children in the third and fourth years of school was well above that predicted in each of the three sub-objectives, A.2.a.(5).(a)., (b)., or (c)., and was also well above last year's results . . . . With one exception, the teachers of these children are the same ones who were in the project last year. The attainment of Satellite children in the fifth and sixth years of school was also well above that predicted in each of the three portions of Objective A.2.b.(6). . . .

Combining the results for all Satellite Schools (Objectives A.2.b.(4).; A.2.b.(5).; and A.2.b.(6).) reveals a total attainment of 69.41 percent -- only .59 percent short of the 70 percent of children predicted to attain the pre-specified gains.

(c) Outcomes Relevant to Instructional Process Objectives

The Process Objectives of the Instructional Component of PEGASUS detail the instructional procedures included in the PEGASUS version of "personalized instruction" through a differentiated staff. Specifically these processes include:

. . . Developing and selecting instructional materials and learning activities,

. . . Determining children's entry reading levels,

. . . Conducting formative evaluation procedures, including:

. . Administering appropriate levels of the Diagnostic Instrument and recording the results,

. . Grouping and sub-grouping children for learning experiences,

.. Prescribing instructional methods and materials,

.. Checking mastery of learning,

.. Providing feedback on the child's performance to the child and his parents,

.. Revising grouping and prescribing on the basis of feedback information,

... Executing the teaching strategies which have been prescribed for individual children and for groups.

On the Weekly Progress Report (Attachment M) project teachers report the proportion of time they spend on each of the above instructional tasks. An additional category labeled "ENCROACHMENTS UPON READING CLASS TIME," was included this year in order to assess the extent of interruptions experienced in reading instruction. The FY 73 Final Evaluation Report (pages 32-48) presents the methodology, the analyses, and the findings which resulted from the weekly self-reports (from September 18 through March 30) made by the 68 PEGASUS instructional participants: co-ordinating teachers, teachers, associate teachers, student teachers, and instructional aides.

A statistical comparison made between the information reported by Primary Target School personnel and that reported by Satellite personnel reveals a great deal of similarity in the way these two groups use their reading instructional time.

. . . From page 45

> For 10 of the 13 categories there is no significant difference between the two groups in the utilization of time. Satellite teachers spent about 5 percent more time prescribing methods and materials, and about 3 percent more time providing feedback to children in groups than did the Northington teachers . . . . The other difference was that Satellite teachers spent about 10 percent less time conducting instructional activities with sub-groups than did Northington teachers. Perhaps this finding might be partially explained by the fact that five of the nine Satellite teachers were new to the project this year and had had less time to develop the skill of sub-grouping. All fifteen of the Northington teachers, on the other hand, had been in the project the previous year as well. In addition, Table 11 shows that the mean percentage of encroachment on reading instruction time was only 3.2 percent at the Primary Target School and only 4.2 percent at the Satellite Schools. The related project objective is thus quite successfully attained.

Another comparison was made of the time spent on each specific instructional task with primary aged children (Cluster I), intermediate (Cluster II), and upper elementary (Cluster III), in the Primary Target School. In the ensuing statistical analysis significant differences were found for 6 of the 13 categories.

. . . From page 46

> In general, the younger children required more time spent in prescribing materials, checking for mastery, group feedback, and regrouping (Instructional Activities 5, 6, 8, and 9 on the table) than did the older children. This might be expected since there are more levels to be mastered (five for the first year in school), requiring more checking and more reorganizing. Teachers of the older children devoted more time to large group instruction and individual

> instruction (Instructional Activities 10 and 12). Again, this result is not unexpected. Large group instruction is associated more with older children. The individual instructional time is that which teachers spend with students who are working in a totally individualized situation, and these are almost exclusively older children.

Other investigations made by the Evaluator went beyond the requirements of project evaluation in providing management with a specific picture of the functioning of "staff differentiation" and "personalization of instruction." These analyses include a distribution of the data reported by each of the three Satellite Micro-staffs; a comparison of data reported by the five differentiated staff categories at the Primary Target School; as well as a distribution of that reported by the four differentiated staff categories at the Satellite Schools. At the Primary Target School not one significant difference was found among the five differentiated staff categories in the proportions of reading time spent on the specified instructional tasks. Only one significant difference was found at the Satellite Schools, where student teachers were engaged in prescribing materials and methods for a significantly larger proportion of time than were the three categories of certified teachers.

A careful study of the relevant tables in the FY 73 Final Evaluation Report (pages 41-44) reveals a striking lack of difference in the way the differentiated staff

personnel utilize their reading instructional time. This finding substantiates the PEGASUS concept of differentiated staff, which has evolved through the past two operational years. According to this idea, the differentiation is made in terms of varying planning and coordinating responsibilities rather than in terms of teaching competence or practices.

Moreover, the distribution of data in Tables 11 through 15 of the FY 73 Final Evaluation Report shows

. . . From page 47

> that each of the process objectives of the Instructional Component of Project: PEGASUS has received attention during the second year of the project by all instructional personnel in all project schools. Likewise the project's concept of a differentiated staff has been verified in a remarkable manner.

(d) Outcomes Relevant to Staff Development Component

The overall purpose of the Staff Development Component is two-fold: to develop and operate the differentiated staff organization as the means of implementing the continuous reading program for children; and to increase the competency of educational personnel in certain abilities relevant to operating the programs for children.

As a means of developing the differentiated staff organization it was necessary for the project director and other personnel to produce certain lists, charts, written agreements, etc. which serve as an operational structure

for the project. Specified in a product objectives, these documents include

. . . Written role definitions for each certified personnel position,

. . . A graphic organization chart for project personnel showing the career ladder of hierarchical positions through which personnel may progressively move,

. . . A graphic organization chart depicting the relationship of the project director to the school system administrative structure, and

. . . Memorandum of Agreement between the Project and each Satellite School.

During the first operational year all of the above items were produced and revised as needed. Extensive revision based upon the year's experience was made in the Role Definitions of Differentiated Certified Personnel. Changes in project personnel and in some of the operational procedures guided the revisions in the organizational charts. Revisions in the "Memorandum of Agreement between Project and Satellite School" likewise were made on the basis of the first year's experience. During the second operational year the organization chart showing the relationship of the project director to the school system administrative structure was up-dated in accordance with the Tuscaloosa City Schools new organizational charts.

Another product objective called for an increasingly efficient differentiated staffing operation, as evidenced by an increased correspondence between defined roles and the

performance of those roles, as well as increasing personalization of instruction, as evidenced by data reported on the Weekly Progress Reports (Attachment M). Early in the second semester of the second operational year teacher participants were asked to report the project functions which they were actually performing on a Role Performance Check Sheet (Attachment N), which had been condensed from the collection of Differentiated Staff Role Definitions, FY 73 Revision (Attachment H) described earlier in this report. Subsequently a comparison was made between this self-reported information for each staff differentiated category and the corresponding differentiated role description as it appears in the revised Differentiated Staff Role Definitions. A very high degree of correspondence was revealed by this investigation. Not only were project participants performing all the functions called for in their specific role descriptions (with minor exceptions), but numerous individuals were engaging in extra, helpful activities beyond those stipulated for their staff categories (Documentation of this aspect of project assessment is on file in the Project Director's office.)

In regard to the "increasing personalization of instruction," which this project strives for, the FY 73 Final Evaluation Report reflects evidence of successful accomplishment, as follows:

. . . From page 51

> The increasingly personalized instruction is evidenced by data from the Weekly Progress Reports which show that about 30 percent of the teachers' reading instruction time was used in small group and individual instruction, and an additional 25 percent of the time was used in the formative evaluation procedures which provide for diagnosing the reading instructional needs of individuals and prescribing instructional methods and materials on the basis of the diagnosis. Moreover, all teachers reported on their Role Performance Check Sheet that they were engaging in the activities that are designed to help personalize reading instruction. In addition, as a result of emphasis given in the weekly seminars early in the school year, a much more extensive use was made of the Continuous Progress Skill Record Chart, which helps teachers to group children according to their needs and to plan more effectively to meet those needs.

By means of summer workshops, school year seminars, and periodic half-day workshop sessions, an effort was made to develop and enhance the skills necessary to implement the PEGASUS plan for a differentiated staffing and a personalization of instruction. All these activities proceeded as planned, providing the experiences for teachers called for in this staff development objective (see page 17 of this report).

The seminar sessions this past year took place on most Monday afternoons for a period of two hours. Through an arrangement with the College of Education, University of Alabama, project participants were able to obtain six semester-hour's credit for the year in the area of Field

Work in Educational Research. Dr. M. Ray Loree, Chairman of Educational Psychology and Project: PEGASUS Evaluator, along with the Project Director and the Curriculum Associates, gave leadership to the course which was scheduled with the Division of Continuing Education. Through this means academic structure was given to a major thrust of the project this year: the development, demonstration, evaluation, and refinement of instructional activities for the specific skills in the Continuous Progress Reading Materials.

Numerous other staff development activities and accomplishments are detailed in the FY 73 Final Evaluation Report, pages 53 through 56, including

. . . Reports and discussions concerning

. .the various approaches to teaching reading,

. .the different categories of skills on the continuous progress reading materials,

. .performance-based instruction and programs,

. . . Demonstrations of

. .teaching skills lessons to pupils on different ability levels,

. .various machines for teaching reading,

. .the sub-grouping chart (Skills Progress Chart) and a plan for one week's skills instruction,

. .various commercial reading materials programs,

. . . Study and supervised practice in

. . using the Barrett Taxonomy,

. . learning to keep project record systems,

. . micro-teaching.

(e) Outcomes Relevant to the Community Involvement Component

The strength and vitality of the Community Involvement Component that was evidenced during the first operational year of Project: PEGASUS has been fully maintained during this second year. The Evaluator sees this continued involvement of the community as "the result of careful planning by the PEGASUS staff, and of a very active Community Council." The general role of the Community Council has been to assist, advise, and serve the project administrators whenever and wherever desired; to communicate with the community at large concerning the project; to assist in evaluating the success of the project; and to enhance the thrust of the project by reaching the target Tuscaloosa Community through its various functions. Mr. Thomas J. Joiner again served as Chairman of the Community Council, providing able leadership within this group and enthusiastic promotion of the project within the community.

A project objective for the Community Council sets a goal of 60 percent attendance of members at scheduled meeting. These sessions were held on November 16, 1972, with 61 percent of the members attending, on January 21, 1973,

with 63 percent of the members attending, and on June 21, 1973, with 69 percent of the members attending.

Another community involvement objective pre-specifies a goal of 200 people in attendance at a project-sponsored open house at the Primary Target School. At the open house held on October 3, 1972, the attendance register was signed by 206 people. There were a number of others in attendance who failed to sign the register.

In FY 73 parent-teacher conferences were held during scheduled weeks in October, January, and March at the Primary Target School. During each of these weeks, 73 percent of the children attending this school were represented by a parent(s) in conference with a teacher to discuss their progress in school. This achievement was quite a bit better than the 60 percent pre-specified in the objective.

Various other activities and outcomes associated with the project's special relationships with the community have been detailed earlier in Section II. B. 3. of this report. In that section the reader will find ample anecdotes, pictures, and quotations, which, in order to alleviate redundancy, will not be repeated at this point.

Special efforts have been and are being made to involve parents and the community-at-large in the project. It is recognized that perhaps the most important test (and certainly the most severe test) of the worthiness of the project will

be the quality of instruction in reading in Tuscaloosa schools five years from now. Not only is it necessary to demonstrate improvement in the reading achievement of children, but it is equally necessary that the demonstration be visible to the community.

(5) Educational Significance of Outcomes

Project instructional outcomes during the second operational year have been very satisfying to staff members and participants alike. Every instructional product objective was met quite successfully, with the exception of the one pre-specified for first and second year children in the Satellite Target Schools.

In viewing the project gains as a whole (combining the results for Primary Target and Satellite children) the FY 73 Final Evaluation Report points out that a total of 74.06 percent of the children gained at least .8 years or scored at or above grade level. (An overall predicted goal of 73.07 percent for Primary Target and Satellite Schools combined may be derived on the basis of their respective populations.)" Approximately 40 percent either gained 1,8 years during 8 months of instruction or scored at least one year above grade level at the end of that period. "Another 15 percent, or a total of about 55 percent, gained 1.3 years or scored at least one-half year above grade level; and an additional 20 percent, or a total of

about 75 percent, gained at least .8 years or scored at or above grade level. Therefore, only about 25 percent of the children in the project made less than average gain." Not only is this year's achievement gratifying in terms of FY 73 product objectives but also on the basis of comparisons with last year's evaluation results.

Another means of assessing the significance of project educational outcomes is through the investigation of PEGASUS children's progress through the sixteen instructional levels of the Continuous Progress Reading Materials. The first five levels (Readiness through Level 4) consist of objectives which generally correspond to children's first year of reading instruction. Thereafter (Levels 5 through 14) the objectives for a given level are associated with the reading instruction for about half a school year. Noting variance among individual's rates of progress, the FY 73 Final Evaluation Report indicates that "although some children completed fewer than two levels, most of them progressed at least two or more and hence advanced more than one year in reading." In view of the fact that a ceiling of Level 14 has been imposed on the record keeping for children's progress in reading skills for the past two years, this achievement suggests even greater significance.

An earlier "enrichment level" has been deleted, and two junior high skills Levels 15 and 16 are being generated this summer. The availability of these additional levels

during FY 74 leads the staff to expect that data for the coming year will show a record of even more extensive progress through reading levels.

An additional consideration of educational significance is related to the personalization of instruction. Various tables presented in the FY 73 Final Evaluation Report indicate that Primary Target School teachers spend about 30 percent of the alloted reading instructional time working with small groups or with individuals, and Satellite Teachers, about 20 percent. This self-report information reflects the degree to which reading instruction is being personalized, but it is by no means the only evidence. A great deal of reported activity is specifically involved with diagnosing a child's particular reading instructional needs and prescribing appropriate methods and materials. These instructional tasks combined occupy about 25 percent of the reading class time at the Primary Target School, and about 35 percent at the Satellite Schools. Moreover, systematic classroom observation during periods of large group instruction has revealed that part of that time is also spent in responding to individual inquiries or assisting a particular student, which is another aspect of personalization of instruction. For these reasons, each of which is documented by objective data, it is believed that the majority of the reading instructional activities in Project PEGASUS are fully or in part involved with "personalization

of instruction," which is indeed a significant educational goal.

b. Procedures Used to Determine Reliability and Validity of Locally Developed Diagnostic Instruments

As described on page 6 of this report, the basic structure of the locally developed Continuous Progress Reading Materials is comprised of specific reading skills defined behaviorally within each of sixteen sequential elementary levels. For each level there is a companion diagnostic instrument by means of which the mastery of each reading skill or performance objective is assessed.

During the initial summer's activity a cluster of test items was constructed to measure the attainment of each specific objective. The content of the diagnostic test items was thus directly and specifically derived from the explicit statement of the objectives, assuring a high degree of content validity.

In June and July, 1972, the resources of a University of Alabama graduate class in Evaluation of Learning, EDF 267, was focused upon the specific evaluation problems encountered by the PEGASUS staff and teacher participants through a year's experience with the Continuous Progress Reading Materials. Arrangements for the off-campus experience were made through the Project Evaluator, who is also the University's Chairman of the Department of Educational Psychology. Class membership included doctoral students interested in the evaluation of elementary children's reading progress as well as project staff members and key teachers.

Following in the body of this report is a workshop record of the identified PEGASUS evaluation problems, most of which suggested various improvements needed in the Continuous Progress Diagnostic Instruments. During a planning session notations were made of related items, of potential approaches, and of the voluntary assignment of small groups of individuals to work on specific problems.

During the course of this summer activity the content validity of a great number of diagnostic items was critically examined, and additional items were constructed for certain skills to attain a more reliable diagnosis. As a basis for further modifications a detailed item analysis was conducted for several reading levels to determine which "item clusters" had drawn incorrect responses more frequently by the PEGASUS youngsters.

All the materials were carefully scrutinized for typographical errors, instances of faulty design, degree of clarity of directions, and general readability. Additional performance objectives were specified for certain levels and appropriate diagnostic items designed. The readability level of each Informal Reading Inventory Level was determined analytically, and revisions were made as needed.

To assist in the systematic classroom observation of reading instruction a revised version of the Barrett Taxonomy was developed, along with a plan for the analysis of the cognitive

(70)

ESEA Title III, Section 306
Project: PEGASUS, #71-7464
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Potential Activities for EDF 267 in Evaluation of Learning
June 5 - July 7, 1972

Dr. M. Ray Loree, University of Alabama

A. Suggesting level of performance to define mastery of each skill — for various achievement groups.

1. Setting priorities on skills.
   Carolyn and _____

2. Assessing validity of (content) (number of items) for each skill.
   Olivia and _____

3. Item analysis of frequency of missed items. (referring to diagnostics performed by children in 1971-72)
   and evaluation of performance

4. Making additions to skills from Houghton Mifflin Series.
   Louise and _____

5. Include at each level the rules that go with skills. (consistent terminology)

6. Eunice and _____ (14 levels plus boys)
   Check the Continuous Progress Reading Materials for errors, based on actual performance of diagnostics.

7. Check new Informal Reading Inventory for readability.
   (Lower priority items)

8. Include level 2 of the old Reading Inventory and word list for this level.

9. Label each question on the chosen Informal Reading Inventory indicating the categories of the questions according to the Barrett Taxonomy.
   Dr. Loree, Howard, and Vince

10. Revise the Weekly Progress Report to gather information concerning personalized instruction (A.2.b.1. - A.2.b.4.).
    Shelley + Gay + Marie

11. Revise the Planning Session Record.
    By C.H's later

12. Revise the Individual Reading Record card for each child.

13. Revise the Systematic Observation form — (based on Barrett Taxonomy)

14. Develop a classroom observation schedule to assess the degree of correspondence between the specific role definition and performance of that role.

FOR LATER IN THE TERM: 15; 16; 17.

15. For each reading level develop enrichment activities and means of assessment.

16. Survey research concerning approaches to teaching slow achieving children — make specific practical recommendations for teaching these children.

17. Same as #16 for different learning styles.

Figure 3

levels called for by the questions teachers ask. These activities relate to performance objectives and corresponding diagnostic items in reading comprehension.

Throughout the 1972-73 school year these revised diagnostic materials were utilized with all children in the Primary Target School and three Satellite Schools, whose student populations span all socio-economic levels. Instructional personnel who administered the diagnostics were encouraged to examine them carefully for hitherto undetected errors in typography, design, or directions and to study children's reactions to all items quite closely. Feedback through the year was given verbally to Curriculum Associates, and notations were written on a complete volume of the Continuous Progress Reading Materials designated for this purpose.

In the summer of 1973 the PEGASUS staff and key teachers continued the in-depth revision of the diagnostic materials at all reading levels. Supervised by the Project Director, the group was organized for independent study in Programs and Processes of Curriculum Development, SCD 302, a graduate seminar taught by Dr. Futrelle L. Temple, Chairman of the Department of Supervision and Curriculum Development at the University of Alabama and formerly the Alabama State Advisory Committee Chairman for ESEA Title III.

As a basis for making changes or deletions in the continuous progress diagnostic instruments, the item analysis procedure begun in June, 1972, was continued for all "item clusters"

throughout all reading levels. Other criteria for modifications which were identified by the workshop group include the following:

(1) Feedback from 1972-73 experience with children in four elementary schools, especially the necessity to remove the upper "enrichment level" and to generate performance objectives and diagnostic items for skills Levels 15 and 16,

(2) Replacement of every test item for which copyright eligibility might be in any way questionable,

(3) Feedback from the documentation of work completed by last summer's class in Evaluation of Learning,

(4) Scrutiny of "item clusters" to determine if sufficient number of items for adequate reliability are included,

(5) Examination of performance objectives within each level (on basis of feed-back, further study of scope and sequence, etc.) to determine changes, additions, or deletions which might be needed,

(6) Overall consistency in design, format, and style in stating directions, etc. throughout the sequential materials,

(7) Analytical determination of the readability level of the diagnostic instrument for each reading level.

The summer accomplishment relevant to the above categories was quite extensive. The in-depth revision was undertaken for all fifteen skills levels (Readiness and 1 through 14), and the additional Levels 15 and 16 were constructed, along with appropriate diagnostic instruments and teacher's keys. All of these materials exist in first or second draft copy at present, but proofing and editing will be resumed when the full staff returns in early September, 1973.

Because of these two operational years' experience in using the materials with children, and because this feedback has been

systematically channeled or applied through the structured summer revision activity in 1972 and again in 1973, the project expects to offer for export a product for which quality control has been maximized. Since the materials have been used successfully with elementary children of all achievement and socio-economic levels in a typical southern school system, it is believed that the universality of the materials has also been maximized.

D. Costs.

During the spring semester, 1973, the project staff together with the Community Council gave concerted attention to a two-fold challenge: (1) determining the means to continue successful practices with project students after the termination of Title III funding; (2) extending these functions throughout all Tuscaloosa elementary schools. Necessarily the importing of practices by non-project or consumer schools will involve some additional LEA costs. These developmental costs for consumer schools, however, will be proportionately lower than were the corresponding Title III costs for developing and implementing a prototype program at the Primary Target or producer school.

In the accompanying chart (Figure 4) the planning is focused upon the costs of those project functions (direct as well as support services) which have already been successfully developed, implemented, and rendered operational, and further to express these costs in terms of per pupil expenditure. In analyzing stages of accomplishment of these functions, it appears that several different groups of Tuscaloosa students have

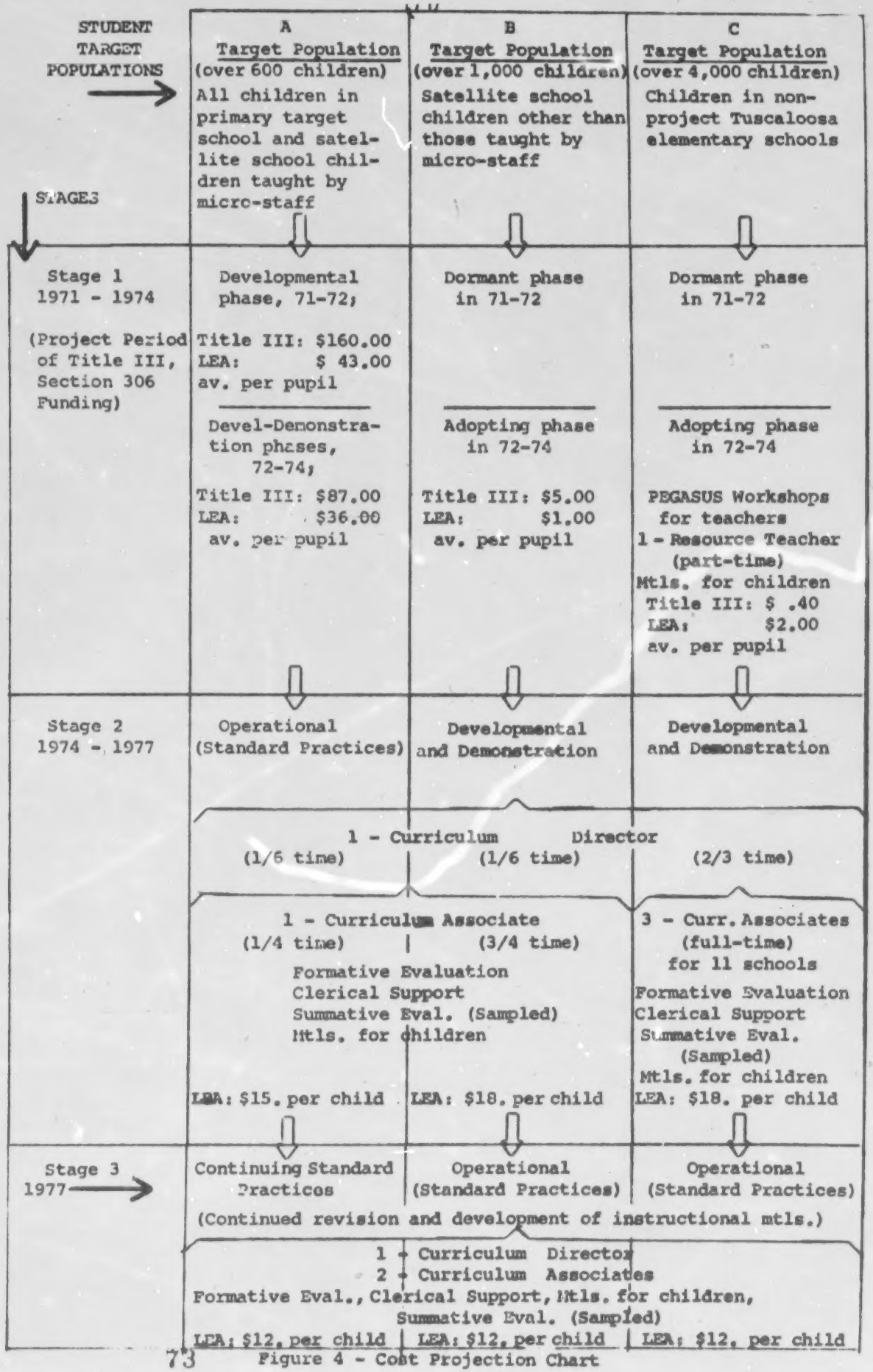

Figure 4 - Cost Projection Chart

been benefitting from PEGASUS to varying degrees during a given stage of project operation or institutionalization. The cost analysis for Primary Target students is presented under Column A; and that for Satellite students, under Column B.

The initiation, developmental, and operational costs for a potential adopting school system would be traced through the stages for Target Population C. This column represents the Tuscaloosa elementary students who were not served by this project either as a Primary Target Group or a Satellite Target Group. Costs for implementing the program in potential consumer schools is low and will remain low because the Continuous Progress Materials can be reproduced by mimeographing or off-set printing. Moreover, they are keyed to the use of any basal series rather than to a particular one, and special reading teachers are not needed.

The projections on Figure 4 were based upon actual expenditures obtained by the bookkeeper from FY 72 fiscal reports and upon estimated FY 73 expenditures derived from the operational budget for that year. This work has also been checked by the Project Director and a local accountant to insure that the proper basis was used for each estimate. The cost breakdowns by PEGASUS developmental cost, replication initiation and developmental cost, and replication operational cost are as follows:

1. Estimated PEGASUS program developmental cost..... $159.64 per child expenditure
   This expense includes developing prototype components for instruction, staff development, and community involvement. It will not have to be incurred by an adopting school system.

   Both the OE Program Manager as well as the Educational Program Auditor have expressed satisfaction with the results attained

during the two developmental-operational years. The Title III costs are seen to be well justified in that the prototype components are available for potential adoption by school systems within the state of Alabama and beyond. During these initial years it has been the task of the project staff and participating teachers to develop the Continuous Progress Reading Program for children and to make it work effectively.

2. Estimated initiation and developmental cost for an adopting LEA to replicate the program .....$18.00 per child (plus staff training)

Initially the competent service of curriculum associates or resource teachers is needed by an adopting school system, although the number of schools for which they have responsibility can be extended. This initiation cost is necessary to insure that the instructional practices developed in PEGASUS will become effective and efficient standard practices.

3. Estimated operational cost for an adopting LEA to continue the replicated program .....$12.00 - $15.00 per child

It is expected that for about three years after the project's program for children becomes operational, it can be maintained by an LEA expenditure of about $15.00 per pupil. Within a few years more this LEA expenditure can be reduced to about $12.00 per pupil.

E. Publications and Materials

The locally developed Continuous Progress Reading Materials are described in Section A. 3. b. of this report and are represented in the following attachments:

Attachment A---Objectives and Check Sheet (Skills List), Reading Level 4, for Bob Johnson,

Attachment B---Diagnostic Instrument, Reading Level 4, for Bob Johnson,

Attachment C---Teacher's Key for Diagnostic Instrument, Reading Level 4,

Attachment D---Plan for a Skill Development Activity, Reading Level 4, Skill Number 29

Attachment E---Skills Progress Chart (Planning Chart for Sub-grouping), Reading Level 4,

Attachment F---Reading Progress Record Folder

Attachment G---Reading Progress Record Card

All of these materials have been reproduced by the Tuscaloosa City Board of Education for non-project schools and have been made available to other school systems on a cost-plus-handling.

As related in Section C.2.b. above the Continuous Progress Reading Materials have been undergoing in-depth modifications during this summer of 1973. Presently the revised 17 skills levels (Readiness and 1 through 16) exist in first or second draft copy, and the proofing and editing process will be resumed intensively in early September. Later this fall the Tuscaloosa City Board of Education will be able to make available for dissemination full sets of these materials in three-ring binders at a cost not yet possible to determine.

F. Exportability Factors

1. Dissemination of Project Functions: A Requisite for Exportability.

The dissemination process of the PEGASUS staff is judged to be very effective. Within the school system their efforts have already led to the adoption of the Continuous Progress Materials by the City Board of Education as the official reading curriculum for all Tuscaloosa elementary schools. Likewise a series of PEGASUS training workshops for other Tuscaloosa teachers has helped to assure the successful system-wide implementation of these materials. Excellent news coverage and the work of the PEGASUS Community Council have

helped to familiarize school patrons in Tuscaloosa and west Alabama with the project.

During the past two operational years the numerous PEGASUS functions and products have been presented, displayed, and made available at local, state, regional, and national meetings of various educational associations. After the Continuous Progress Reading Materials were exhibited at the annual Association for Supervision and Curriculum Development meeting last March, numerous requests for copies came from distant parts of this country as well as Canada. When project staff members made a multi-media presentation at the Southeastern Regional NEA-Association of Classroom Teachers meeting last fall, their audience quickly depleted a supply of 75 dissemination packets. Thirty-nine other conference participants from thirty different school systems left written requests for materials to be mailed to them. A group from a university city in North Carolina urged the PEGASUS group to serve their organization as consultants.

Categories of people who have observed and discussed project processes at the Primary Target School include visiting teams of elementary principals in a district meeting; educators from all areas of the state in an invitational meeting; and supervisors and directors of instruction in their annual state meeting. Numerous other educators have become familiar with this project's operations through presentations made in various graduate education courses at the University of Alabama.

In December, 1972, Project: PEGASUS was one of two Title III projects in Alabama chosen by the Alabama Public Television Network to be spotlighted in an hour-long presentation depicting issues and innovations in Alabama education. The Project Director presented background narration for the filming, pointing out how specific aspects of Project: PEGASUS, as depicted on film, helped to personalize instruction by utilizing the various differentiated staff personnel. This film was repeated on state-wide public television in March, 1973.

Other dissemination activities "capsuled" from FY 73 Quarterly Program Status Reports to OE include the following:

a. Dr. Gene Carroll's University of Alabama class in Reading Improvement, Ed. 210, composed of teachers from Cullman County, Alabama, requested and were given project information materials and samples of project materials developed in the Continuous Progress Reading Program. Dr. Carroll demonstrated for them the use of the Informal Reading Inventory.

b. After seeing the PEGASUS display at the A.E.A. convention, Dr. W. M. Kimbrough, Director of the Division of Administration and Finance, Alabama State Department of Education, invited the display to be exhibited in the lobby of the State Office Building in Montgomery during the month of April. Dissemination materials were placed so that interested persons could obtain a packet.

c. Project: PEGASUS was invited to participate in the Second Annual Elementary Education Conference held at Memphis State University in Memphis, Tennessee, on April 14. Two Curriculum Associates were consultants in two action workshops entitled "Project: PEGASUS: Developing a Personalized Reading Program." Conference participants were actively involved in the multi-media explanation of the PEGASUS Continuous Progress Reading Program. Three project teachers also attended the conference.

d. Project: PEGASUS accepted the invitation of the U.S. Office of Education's Bureau of Elementary and Secondary Education to exhibit and demonstrate at ED/Fair '73, which was held in the Shoreham Hotel complex at Washington, D.C., May 8-11, 1973.

The Project Director, two Curriculum Associates, the Reading Analyst, two Principals, and two Teachers shared the successful educational practices of Project: PEGASUS for the benefit of the approximately 1,000 invited federal, regional, state and local educators. These staff members also made two multi-media demonstrations of the project's practices.

The PEGASUS display booth in the exhibit hall was manned throughout the week, and staff members were available at all times to discuss aspects of the project with interested individuals. Approximately 250 participants signed the PEGASUS register in the exhibit area, and many other persons in attendance paused to view and read the captions on the display.

e. At the request of Dr. Allen K. Jackson, President of Huntingdon College in Montgomery, Alabama, an operational manual was sent for his examination. News of Project validation and participation in ED/Fair '73 was also enclosed.

f. Approximately forty classroom teachers from England visited the Primary Target School in April. They heard the Project: PEGASUS program explained by members of the project staff, toured the building, and viewed a micro-teaching situation on video tape. Several members of the group returned the following day, and a request to exchange news was received from one member of the group.

g. During the week of February 5-10 the Project Director served as a member of the Validation Team which evaluated the Kentucky Title III project for Region II of that state. As a result of this week's activity information concerning PEGASUS was disseminated through informal discussions with Kentucky educators as well as with Validation Team members from other southern states. Several people in each of the above categories intend to visit PEGASUS in the coming months.

h. Ms. Marie Gregory, Principal of Priory School, Kingston, Jamaica (West Indies), made an on-site visit of Project: PEGASUS in March. Arrangements for this visit were made by Dean Orr's office, University of Alabama, and she was accompanied by a College of Education doctoral student. A comprehensive explanation of project functions was made by the project staff, using the contents of the PEGASUS dissemination packet as a basis for discussion.

On August 1 the Project Director was informed by the Executive Secretary of the International Reading Association that "the symposium you proposed for the New Orleans Convention has been accepted and scheduled for Thursday, May 2, from 2:00 - 4:45 p.m." This international dissemination function has been projected in I.R.A.'s annual program as follows:

Symposium XVI - Project PEGASUS--Becoming Better Teachers of Reading: Helping Learners Achieve Success

(Intended for developers and implementors of innovative reading programs at the elementary and junior high levels, persons involved with the preservice and inservice training of teachers, reading counselors, supervisors, curriculum developers, and directors)

Chairperson: Marie B. Sinclair, Tuscaloosa, Alabama, City Schools

Introduction and Overview
Speaker: Marie Sinclair, Tuscaloosa, Alabama, City Schools

Staff Development: Helping Each "Key" (Teacher) to be a better "Unlocker" of Children's Success in Reading
Speaker: Gay Estes, Tuscaloosa, Alabama, City Schools

Microteaching Workshops: Video Cameras Join Teaching Teams
Speaker: Shelley Jones, Tuscaloosa, Alabama, City Schools

Learners Achieving Success in Reading: The Continuous Progress Program
Speakers: Marie Sinclair, Tuscaloosa, Alabama, City Schools
Gay Estes, Tuscaloosa, Alabama, City Schools
Shelley Jones, Tuscaloosa, Alabama, City Schools
Two Classroom Teachers

2. Extent of Universality of Need.

The need of Alabama children for "increased or accelerated performance levels in basic skills, including reading" was an educational problem cited in the Alabama Title III needs assessment as requiring "immediate attention." Other top priority items were student's need for "an educational program based on objectives developed in behavioral terms," "enhanced self concept," and "personalized instruction." Likewise the investigations made by four Tuscaloosa lay task forces under the sponsorship of the Chamber of Commerce Committee on Education revealed a major deficiency in children's reading achievement. A similar conclusion was drawn by the PEGASUS Ad Hoc community council composed of parents, teachers, supervisors, community service personnel, and University of Alabama personnel. Moreover, at the national level the Office of Education has identified the area of reading as one of the six "most critical educational problems common to all or several states." (See Title III, Section 306, Manual, pages viii-x.) Upon the basis of these national, state, and local assessments of reading as a critical problem area, therefore, it appears that the need addressed by Project: PEGASUS would have very high universality.

3. Evidence of Support by Lay Citizens.

In earlier sections of this report attention has been given to the extensive support given to Project: PEGASUS by lay citizens of the Tuscaloosa community. This evidence may be summarized as follows:

a. The original needs assessment by 4 lay task forces working under the coordination of the Tuscaloosa Chamber of Commerce Education Committee.

b. The energetic support of the PEGASUS Community Council, the membership of which comprises a cross-section of educators and lay citizens of the community, including representation of city government.

c. The advantageous exposure given the project by the community media as well as by the Alabama Public Television Network.

d. The excellent support of target school parents, with their exceedingly fine attendance at the open house and P.T.A., and their concerned participation in parent-teacher conferences.

4. Demonstration of the Extent of Institutionalization.

During these initial years it has been the task of the project staff and participating teachers to develop the Continuous Progress Reading Program for children and to make it work effectively. In support of project accomplishments the Tuscaloosa City School Board has officially adopted these project practices on a system-wide basis and has employed a resource teacher to help elementary teachers implement these practices. Current procedures will eventually be completely replaced by project functions.

All non-project schools which initiated the program during the 1972-73 school year were provided requested materials by the Tuscaloosa City Schools General Fund. During the coming year the institutionalization of the Continuous Progress Reading Materials will be extensive in three compensatory education schools where children will be served by E.S.E.A. Title I support (primary levels) and the E.S.A.A. project (upper elementary levels). In August, 1973, a continuous progress workshop for junior high school teachers was supported through local

instructional funds as an initial step in implementing the program at that level.

Potential adopting school districts might follow the lead of the PEGASUS Community Council which has pledged itself to pursue actively the continuation of the project by making personal appeals to civic clubs, P.T.A.'s, and other community groups; by seeking clerical assistance for the program through the Volunteer Action Committee and through cooperative arrangements with the trade school, etc.; and by organizing a program of tutoring by capable lay personnel, including members of the Association of Retired Teachers.

Materials, Facilities, and Staff Training: Basic Ingredients for Replication.

The Continuous Progress Reading Materials, modified in 1972 and currently undergoing an exceedingly thorough revision based on two years' practical experience with systematic feedback, are integral to the basic functions of the project. (See Section A.3.b., Section C.2.b., Section D., and Section E., above for details concerning the structure of the program, procedures for modifying and upgrading specific materials, cost analysis, and availability for reproduction.

Other instructional resources for teachers include informal reading inventories and a Teacher's Handbook for continuous progress instruction in reading. Recognition of the need for variations in approaches to reading required the project development of a master file of Plans for Skill Development Activities (Attachment D). These materials are being developed for each skill within each reading level.

Special exportability factors associated with project materials, facilities, and staff training have been discussed in earlier sections of this report and may be summarized as follows:

a. The cost of developing the materials has already been expended by Project: PEGASUS. Hence the profit factor has been removed, and replication costs would be quite low.

b. The Continuous Progress Reading Program affords structure for children's regular developmental reading and is compatible with any basal series or other approach. Moreover, it is implemented by classroom teachers rather than special reading teachers.

c. The facilities and space found in any typical elementary school would be adequate for the adoption of Project: PEGASUS functions.

d. Although video taping equipment is desirable for the process of micro-teaching, it is by no means essential. Audio recording would be quite adequate, and it can take place in a regular classroom.

e. Within each component the evaluation design is responsive to the project's stated objectives specifically and exactly. Thus the documentation of evaluation findings is entirely supportive of project replication.

f. Within the thousands of school districts which have colleges or universities in their vicinity, the teacher training programs afford human resources which enhance project adoption potential. This, of course, would not preclude the possibility of communities without such resources utilizing other sources of manpower.

g. Although some specialized Curriculum Associates are needed, these roles can be filled by instruction-oriented building principals, supervisors, or resource teachers already employed. Most school systems can identify individuals who are competent and self-initiating, knowledgeable in the area of reading instruction, and willing to learn related techniques of systematic observation.

h. Most schools today have a systematic in-service training program. Preparation of the adopting staff perhaps can be done within this framework. It is likely that additional in-depth training through workshops, etc., may be needed for Curriculum Associates. Whether or not money would have to be spent for trainers would depend upon the personnel resources within the adopting school district.

6. Extent of Project Documentation.

The decision-making model designed for this project is represented in the Planning Session Record, Figure 5, which depicts segments of the decision-making process in sequence, with follow-up or feedback completing the cycle. This form evolved during the first operational year and has been utilized since then for documentation of project decisions at all levels:

a. Coordinating Teacher with Cluster Teachers;

b. Curriculum Associates, Coordinating Teachers, and Project Director;

c. Curriculum Associates and Project Director;

d. Project Teachers and Project Staff in Seminar Sessions.

Extensive documentation of the step-by-step processes involved in implementing project functions in all components exists in the Project Director's office, including records of expected and unexpected constraints encountered and problems solved.

7. Validation of PEGASUS Exportability by the Southeastern Region VI Team.

After favorable consideration by the SEA Title III staff, Project: PEGASUS was visited in February, 1973, by an official validation team from the southern region, which spent a week studying, investigating, and judging project functions according to specific criteria within four general areas: innovativeness, exportability, practical success, and cost effectiveness. At the conclusion of this review the team announced that the project had been validated with the top rating of 100.

ESEA Title III, Section 306
Project: PEGASUS, #71-7464
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Planning Session Record
(Revised 10-12-72)

Conference ☐ with _____ Date _____ 197_____
Telephone ☐ Individual or Group

Reporting Personnel _____ Re: Component _____ or Activity _____

Activity, Problem, Opportunity, etc.	Discussion, including constraints	Decision, Action to be Taken, Target Date, Responsible Person(s)	Follow-up on Accomplishment

Figure 5
Planning Session Record

The section of their narrative report dealing specifically with PEGASUS exportability potential recommends the project as follows:

Exportability

The project is considered to be highly exportable to other school systems of similar composition. Some staff training would be considered necessary both prior to and during the operation of the project. The material cost of operating the project would be low inasmuch as the cost of developing materials has already been expended by Project: PEGASUS.

Personnel would be available in a similar setting, such as student teachers and cadette aides, and are desirable, but not considered essential to the successful operation of this program. Two staff roles considered essential are Curriculum Associate which could be performed by a central staff reading supervisor or building principal. The other essential role function is that of a clerical aide to collect, file, grade, prepare, etc. the skills level accomplishments and also assist in preparing prescriptive materials for teachers. This role could be filled by an individual employed as an aide or could be filled by a volunteer worker. The structured, sequential order of necessary reading skills with an instructional activity delivery system to students is the essence of what is being exported.

The team recommends that this practice be validated and that an effort be made at the local, state, regional, and national levels to disseminate this Title III project to other school systems throughout the country.

8. Step by Step Processes Involved in Adoption.

In summary, Project: PEGASUS seeks to increase and accelerate children's reading achievement by operating a personalized, process-oriented program of continuous learning which was developed and implemented locally through the organizational arrangement of a differentiated staff. The curriculum structure consists of performance objectives and corresponding diagnostic instruments within sixteen sequential reading levels.

The processes involved with the adoption of project functions will closely parallel those developed during the initiation of the PEGASUS program during the first operational year. These have been detailed step by step as project process objectives or activities and are presented on pages 16 through 18 of this report. These projected procedures are summarized in the concluding PEGASUS Model for Adoption, Figure 6.

PEGASUS MODEL FOR ADOPTION

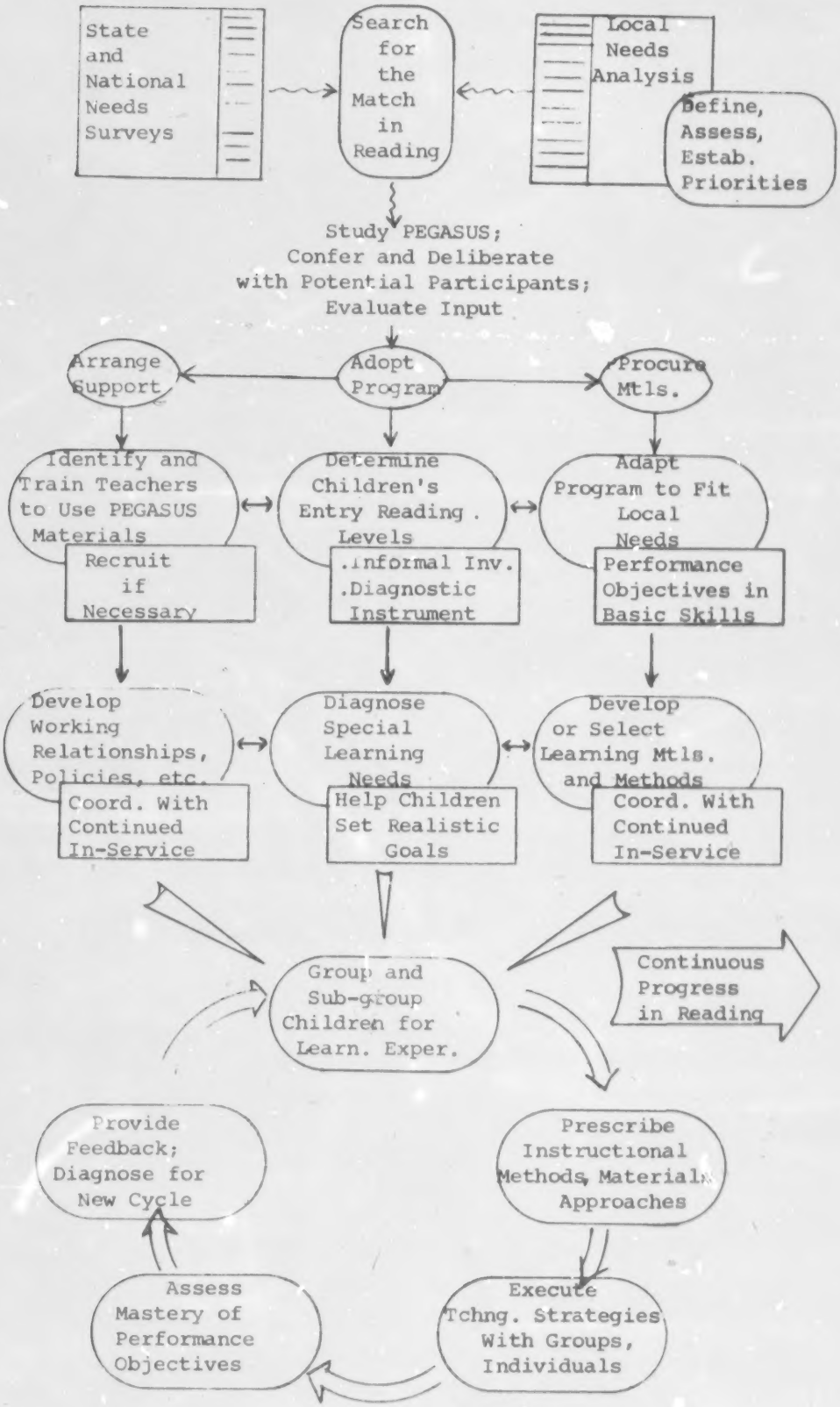
State and National Needs Surveys
Search for the Match in Reading
Local Needs Analysis
Define, Assess, Estab. Priorities
Study PEGASUS; Confer and Deliberate with Potential Participants; Evaluate Input
Arrange Support
Adopt Program
Procure Mtls.
Identify and Train Teachers to Use PEGASUS Materials
Recruit if Necessary
Determine Children's Entry Reading Levels
.Informal Inv.
.Diagnostic Instrument
Adapt Program to Fit Local Needs
Performance Objectives in Basic Skills
Develop Working Relationships, Policies, etc.
Coord. With Continued In-Service
Diagnose Special Learning Needs
Help Children Set Realistic Goals
Develop or Select Learning Mtls. and Methods
Coord. With Continued In-Service
Group and Sub-group Children for Learn. Exper.
Continuous Progress in Reading
Provide Feedback; Diagnose for New Cycle
Prescribe Instructional Methods, Materials, Approaches
Assess Mastery of Performance Objectives
Execute Tchng. Strategies With Groups, Individuals

Figure 6

Name Johnson, Bob — READING - Level 4 — Date November 4, 1973 — -1-

Objectives and Check Sheet

			The Learner . . .
I.	WORD ANALYSIS		
	A. Basic Vocabulary	___ 1.	Given the vocabulary of the basal text being used, will correctly identify 95% of the words.
	B. Phonetic Analysis	12-12-73 AS.	Given words read aloud, will identify those words which contain long and short vowel sounds.
		✓ 3.	Given a list of words, will identify the rhyming words in the list.
		✓ 4.	Given guide words containing the phonograms: (ame, ight, ill, ine, orn, ound), will make new words by adding initial consonants.
		12-4-73 A.S. 5.	Given a list of words, some of which contain the consonant letter combinations kn and mb, will identify those words which contain silent consonants.
		✓ 6.	Given a written list of words containing the letter c, will identify the words in which the c represents the s and k sound.
		7.	Given a list of one syllable words containing the
		✓	a. vowel combinations (ai, ay, ea, oa, ee) or a
		✓	b. vowel followed by a consonant and a final e (vce),
			will identify the long vowel sound heard in each word.
		✓ 8.	Given pictures of objects and the consonant blends (tr, sw, cl, sn, sk, gl, sp, sl,), will identify the blend heard at the beginning of each picture's name.
		✓ 9.	Given pictures of objects whose names contain the consonant digraphs (ch, sh, wh, th), will identify the digraph heard in the word.
	C. Structural Analysis	✓ 10.	Given incomplete sentences and a choice of words some of which have the endings s, ed, er, and ing added, will select the appropriate word to complete the meaning of the sentence.
		12-12-73 A.S. 11.	Given two lists of words, will form compound words using words from the lists.
		12.	Given contractions (you'll, it's, isn't, I'm, can't) and incomplete sentences will:
		___	a. select the appropriate contractions to complete the meaning of the sentences.
		___	b. write the two words which each contraction represents.
		✓ 13.	Given a list of nouns, some of which have been made plural by adding s and es, will identify those nouns in the plural form.
		✓ 14.	Given one and two syllable words read aloud, will indicate the number of syllables heard in the pronounced words.

Attachment A

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Attachment B
PEGASUS-PACE
Continuous Progress Reading Materials

Reading - Level 4
(Revised 6-28-74)
Diagnostic Instrument

NAME Bob Johnson
DATE November 4, 1973

1. No item.

2. Long-X Short-◯

13/16

Example: ~~may~~ bad

Box A	Box B	Box C	Box D
~~way~~	got	~~feed~~	~~eat~~
Patty	~~cole~~	~~legs~~	jump
~~hill~~	cuf	pen	last
~~five~~	~~sleep~~	~~day~~	see

3.

4/4

go	good	day	last
run	bird	way	away
slow	horse	town	street
hop	could	stop	fast

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Reading - Level 4
(Revised 6-28-74)
Teacher's Key

PEGASUS-PACE
Continuous Progress Reading Materials

I. WORD ANALYSIS

A. Basic Vocabulary:

1. Administer vocabulary checks when and as suggested in the manual of the basic text being used. Additional sources for checking vocabulary such as Dolch, and Fry may be used.

B. Phonetic Analysis:

2. Listen as I say the words in each box. Listen particularly for the vowel sound. Put an X on the words that have a long vowel sound. Ring the words which have a short vowel sound. I will say the word two times. You may need to whisper it to yourself too. Let us start with Box A.

*This item checks the learner's ability to auditorially identify the long and short vowel sounds heard in words.

Example: ~~may~~ (bad)

Long- X Short- O

Box A	Box B	Box C	Box D
~~way~~	got	~~food~~	~~eat~~
Patty	~~pole~~	legs	jump
hill	cut	pen	last
~~five~~	~~sleep~~	~~day~~	~~see~~

3. Say the first word in each box to yourself. Then say the other words. Ring the word in each column which rhymes with the first word.

go	good	day	last
run	bird	(way)	away
(slow)	horse	town	street
hop	(could)	stop	(fast)

*Phonic Generalization: Words which rhyme sound alike at the end.

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Attachment D

PLAN FOR A SKILL DEVELOPMENT ACTIVITY

PEGASUS-PACE
Continuous Progress Reading Materials

READING LEVEL 4
YEARS IN SCHOOL (Check One):
Primary Middle Upper
Levels X ;Levels ___ ;Elem. ___

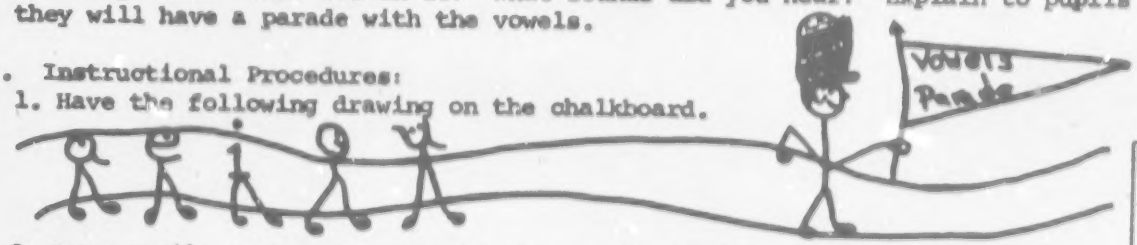
Skill No. B 2 **Statement of Skill to be developed:**
Given words read aloud, will identify those words which contain long and short vowel sounds.

Plan contributed by: TEACHER Gray CLUSTER Stafford DATE 3/19/73

I. **Materials Needed:**
Chalkboard, chalk, 2 sets of flash cards with the vowels printed on them, and a vowel banner made from a sheet of 12" x 24" construction paper cut into a triangular shape. The banner is attached to the top of a yardstick.

II. **Introduction to Lesson (motivational techniques):**
Talk with pupils about having a parade. Question them as follows: Have you ever seen a parade? What was in it? What sounds did you hear? Explain to pupils that they will have a parade with the vowels.

III. **Instructional Procedures:**
1. Have the following drawing on the chalkboard.



2. Have pupils name each vowel in the parade together.
3. Have pupils tell the sounds of each of the vowels together.
4. Then call on pupils to come up one at a time and name the first vowel "A", make the long sound and give a word that has a long vowel sound of "A" in it. Continue in this manner for all of the long sounds of the vowels. If the pupil guesses the sound and word correctly, he will get that vowel flash card pinned on him; if he misses he will have to wait his turn again. When the pupils get the flash card pinned on him, he will stand in line for the vowel parade.
5. Then call on pupils to come up and begin with vowel "A", giving the short sound and a word containing a short vowel sound. Follow the same procedures as done for the long vowel sound. (Be sure that each child has had a chance and is in the line for the parade).
6. When all pupils are in line, call out the word CAT and the first person to tell the vowel sound will get to carry the banner (VOWELS PARADE).
7. Begin the parade by having pupils march around in the room saying: A E I O U are vowels you see, they are as helpful as can be.

IV. **Techniques Used to Evaluate the Learner's Acquisition of Skills:**
Observation of pupils during participation in activity.

Reading Skill Level 4 No. B 2

Years in School (Check One): Primary X, Middle ___, Upper ___

Attachment E

SKILLS PROGRESS CHART

(Instrument used by project teachers in planning and prescribing learning activities for students. This chart also provides a graphic picture of each learner's progress toward mastery of the skills on a specific level.)

* Numbers in the column below each child's name indicate skills on Level 4 for which instruction is needed.

** Circled numbers indicate instruction has been given for that specific skill and mastery determined.

Teacher Smith

School Edgewood Level 4 (Fast Achievers)

PEGASUS-PACE Materials Sub-grouping Chart Revised 6-28-74)

	Johnson, Bob	Avery, Jane	Cox, Sue	Gray, Henry	Brown, Louise	Floyd, Ann	Goins, Ray		
I. WORD ANALYSIS									
Basic Vocabulary									
Phonetic Analysis	(2), (5)	3	(2)	(4), 7		7	9		
Structural Analysis	(11), 12	12			12	12	11, 13		
Context Clues									
Word Meaning and Usage	19	18, 19	(17)			(17), 19	16		
II. COMPREHENSION									
Main Idea					22		22		
Details	24		24		24, 25				
Sequence		26		26					
Inferential Reading	(30)		(30)	27		28, 29	(30)		
Critical Reading									
Literary Skills									
Appreciation									
III. STUDY SKILLS									
Following Directions				31					
Locating Information	34	(33)			34	34			
Organizing Information									
Recalling and Evaluating Info.									
Oral and Silent Reading									

READING PROGRESS RECORD
(5-25-73)

Name Johnson, Bob
School Edgewood

ESEA Title III, Section 306
Project: PEGASUS
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

School Year	Homeroom Teacher
1973-74	A. Smith

Informal Reading Inventory

Administered by A Smith
Date Sept. 3, 1973
Independent Level 2
Instruction Level 3
Frustration Level 4
Capacity Level

95

READING PROGRESS

Level	Date	Reading Teacher	Level	Date	Reading Teacher
3	9-5-73	A. Smith			
4	11-4-73	A. Smith			

Attachment 5

Attachment G

READING PROGRESS RECORD CARD
(9-6-72 Revision)

Year in School | Homeroom Teacher

Name Johnson, Bob | 1973-74 | A. Smith

School Edgewood

ESEA Title III, Section 306
Project: PEGASUS, #71-7464
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Standardized Test for Measuring Year's Growth in Reading

Year	Test	Vocabulary			Comprehension			Average		
		Post	Pre	Gain	Post	Pre	Gain	Post	Pre	Gain
73-74	Gates Mac Ginite. (to be administered in May)									

(front)

READING PROGRESS

Level	Date	Reading Teacher	Level	Date	Reading Teacher
3	9-5-73	A. Smith			
4	11-4-73	A. Smith			

(back)

ESEA Title III
Project: TR/I/AD
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Attachment H

Role Definition of
a TR/I/AD Staff Position:
PROJECT DIRECTOR
(5-10-74 Revision)

PROJECT DIRECTOR

I. Responsibilities

1. The Project Director will provide leadership for implementing the adopted PEGASUS-PACE Reading Program in Project TR/I/AD.

2. The Project Director will participate in the cooperative evaluation of the professional and non-professional project personnel.

3. The Project Director will work with Curriculum Associates, Principals, and project staff members in planning and implementing schedules for workshops, seminars, staff meetings, pre- and post- Gates MacGinitie test administration, etc.

4. The Project Director, along with the Curriculum Associates and Principals, will implement and operate the Staff Development Component as a program highly isomorphic to that specified in the process objectives.

5. The Project Director along with Curriculum Associates, will assume leadership in planning for and instructing in all staff development activities, including workshops, seminars, and other in-service activities.

6. The Project Director, along with the Curriculum Associates and Principals, will modify aspects of the operational plan for the Staff Development Component when appropriate feedback indicates modification is needed.

7. The Project Director will participate actively in functions sponsored by the Community Council.

8. The Project Director will provide relevant information, materials, etc., for project TR/I/AD dissemination.

9. The Project Director will participate with the Evaluator and staff members in generating project objectives and in deriving an operational Evaluation Plan directly from these objectives.

10. The Project Director is responsible for keeping accessible all project records required for the evaluation of Project objectives and for coordinating all evaluation functions.

11. The Project Director will keep all lines of communication open between local, state and national educational agencies.

12. The Project Director is responsible for seeing that all project objectives are implemented, made operational, and that all deadlines are met.

13. The Project Director negotiates performance contracts for program evaluation and educational program auditing, as stipulated within the Title III guidelines.

14. The Project Director will coordinate the development of preliminary applications and formal applications for federal Title III funding in accordance with the outline provided and guidelines stipulated in the Alabama State Plan for Title III.

ESEA Title III
Project: TR/I/AD
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Role Definition of
a TR/I/AD Staff Position:
CURRICULUM ASSOCIATE
(5-10-74 Revision)

CURRICULUM ASSOCIATE

I - Responsibilities

1. The Curriculum Associate will provide leadership for implementing the adopted reading program for students within her/his TR/I/AD school through group planning with all project staff members.
   ...for grouping and sub-grouping of children,
   ...for prescribing materials, methods, etc.,
   ...for teaching on a personalized basis,
   ...for scheduling instructional activities.

2. The Curriculum Associate will participate in the cooperative evaluation of the instructional personnel within the TR/I/AD School/schools, which will involve micro-teaching, video-taping, and systematic observation.

3. The Curriculum Associate will work with the Principal and other project staff members in planning and implementing daily and weekly schedules and arranging for instructional planning time.

4. The Curriculum Associate will coordinate the administration of the pre and post project summative evaluation.

5. The Curriculum Associate's resource functions will include
   ...demonstration teaching,
   ...video-taping of teaching models,
   ...professional consultation.

6. The Curriculum Associate's responsibilities associated with specific project objectives include the following:

   a. The Curriculum Associate will be responsible for assisting the TR/I/AD Teachers in arranging for the administration, scoring, and interpreting of various diagnostic and formative evaluation.

   b. The Curriculum Associate, along with the Project Director and the Principal, will implement and operate the Staff Development Component as a program highly isomorphic to that specified in the process objectives.

   c. The Curriculum Associate, along with the Project Director and the Principal, will modify aspects of the operational plan for the Staff Development Component when appropriate feedback indicates modification is needed.

7. The Curriculum Associate will assume leadership in planning for and instructing in all staff development activities, including: workshops, seminars, and project in-service activities.

8. The Curriculum Associate will participate actively in project dissemination functions, including
   ...preparation of a brochure,
   ...contributions for periodic news releases and feature articles,
   ...presentation at a regional or national educational meeting.
   ...community related project dissemination.

15. The Project Director will develop project budgets within the framework of school board policies and will negotiate these budgets with Alabama Title III officials.

16. The Project Director will explore with University of Alabama personnel potential cooperative arrangements within the areas of evaluation and staff development which can be mutually beneficial to the project and to the University.

II - QUALIFICATIONS

1. Masters degree or above. (Doctorate is desirable but not mandatory.)

2. Highly skilled, experienced teacher with special competence in curriculum work.

3. Some school administrative experience desirable.

4. Skilled in interpersonal relationships, group leadership, and supervision.

5. Strong background in child growth and development.

6. Knowledge of recent educational developments (use of PEGASUS-PACE materials, systematic observation, micro-teaching, etc.)

7. Knowledge of a variety of teaching techniques and strategies, instructional materials and media, etc.

8. Openness toward all innovative aspects of the project, including cooperative evaluation.

9. Exemplifies professional attitudes and behavior.

10. Knowledge of and understanding of procedures in writing project proposals.

11. Previous experience in working with state and federal projects is quite desirable.

9. The Curriculum Associate will provide relevant information, materials, etc, for project dissemination.

10. The Curriculum Associate will keep all project records required for the evaluation of product and operational process objectives.

11. Additional Recommendations....

CURRICULUM ASSOCIATE

II - Qualifications

1. Masters degree or above.

2. Highly skilled, experienced teacher with special competence in curriculum work.

3. Some administrative experience desirable but not mandatory.

4. Skilled in interpersonal relationships, group leadership, and supervision.

5. Strong background in child growth and development.

6. Knowledge of recent educational developments (use of continuous progress materials, systematic observation, micro-teaching, etc.)

7. Competence in using a variety of teaching techniques and strategies, instructional materials and media, etc.

8. Approval as student teacher supervisor by the University of Alabama is desirable.

9. Openness toward all innovative aspects of the project, including cooperative evaluation.

10. Exemplifies professional attitudes and behavior.

ESEA Title III
Project: TR/I/AD
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Potential Role Definition of
a Regular School Staff Position
COORDINATING TEACHER
(5-10-74 Revision)

COORDINATING TEACHER

I - Responsibilities

1. The Coordinating Teacher will utilize the PEGASUS-PACE program in an effective and efficient manner with all students for whose instruction he/she is responsible. Further he/she will provide leadership for the instructional program within her TR/I/AD school arrangement through systematic group planning

   a. For grouping and sub-grouping of children,
   b. For prescribing materials,
   c. For teaching on a personalized basis,
   d. For coordinating the assignment of locations for reading instruction,

2. If student teachers and cadette student teachers are assigned to the Coordinating Teacher, he/she is responsible for their professional training and development as well as for the coordination of the student teachers assigned to the other members of the TR/I/AD team. This training will adhere to the policies and procedures of the student teacher program of the University of Alabama or Stillman College.

3. The Coordinating Teacher will participate in the cooperative evaluation of certified and non-certified personnel of the TR/I/AD team within the school, which will involve learning and applying skills related to micro-teaching, video-taping, and systematic observation.

4. The Coordinating Teacher's responsibilities associated with specific project objectives include the following:

   a. The Coordinating Teacher will be responsible to the Curriculum Associates for carrying out the administering, scoring, and interpreting of various diagnostic, formative, and summative evaluation instruments. The Coordinating Teacher will also coordinate the related record keeping.

   b. The Coordinating Teacher will develop and select instructional materials, media, and learning materials appropriate to each child's level and rate of learning. The Coordinating Teacher and Curriculum Associate will assist individual teachers in selecting effective teaching approaches and strategies in personalizing reading instruction.

   c. The Coordinating Teacher will use, in addition to the diagnostic procedures, various check-lists, informal reading inventories, and pupil progress records in the formative evaluation process.

   d. The Coordinating Teacher will participate in scheduled parent conferences. In addition he/she will provide leadership in community programs where the grouping of children, explanation of the PEGASUS/PACE Materials, etc., are discussed.

COORDINATING TEACHER I - Responsibilities (Continued)

5. The Coordinating Teacher will participate actively in all staff development activities, including the following:

   a. Summer workshops,
   b. School year seminars,
   c. Project in-service activities,
   d. Cooperative evaluation of his/her own teaching, involving micro-teaching, video-taping, and systematic observation,
   e. Weekly PACE Report,
   f. Demonstration lessons in reading.

6. The Coordinating Teacher will participate actively in functions sponsored by the Community Council, including
   ...contributions for periodic news releases and feature articles,
   ...instructional and informative presentations for radio or television,
   ...community related project dissemination.

7. The Coordinating Teacher will provide relevant information, materials, etc., for project dissemination.

8. The Coordinating Teacher is responsible for the planning, scheduling, and otherwise coordinating the services of all non-certified project personnel of project team within the TR/I/AD school.

9. The Coordinating Teacher will keep all project records up to date as required for the evaluation of product and operational process objectives, including all PEGASUS-PACE program records.

10. The Coordinating Teacher will participate in interviewing applicants for positions within the project team of the TR/I/AD school.

11. The Coordinating Teacher will participate in some planning functions initiated by the project director and will serve as the liason to other TR/I/AD project participants.

12. Additional Recommendations....

II - Qualifications

1. Masters degree desired;

2. Knowledge of recent educational developments (use of PEGASUS-PACE materials, systematic observation, micro-teaching, etc.);

3. Uses with competence a variety of teaching approaches and strategies, instructional materials and media, etc.;

4. Skilled in instructional supervision, interpersonal relationships, and group leadership;

5. Strong background in child growth and development;

6. Approval by the University of Alabama or Stillman College as a cooperating teacher for student teachers is desirable;

7. Openness toward the project and enthusiastic in support of its purpose;

8. Exemplifies professional attitudes and behavior.

ESEA Title III
Project: TR/I/AD
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Potential Role Definition of
a Regular School Staff Position
TEACHER
(5-10-74 Revision)

TEACHER

I - Responsibilities

1. The Teacher will utilize the PEGASUS-PACE program in an effective and efficient manner with all students for whose instruction he/she is responsible. Further he/she will participate actively in group planning with the Coordinating Teacher and other staff members

   a. For grouping and sub-grouping of children,
   b. For prescribing materials, methods, etc.,
   c. For teaching on a personalized basis.

2. If student teachers and cadette student teachers are assigned to the Teacher, he/she is responsible for their professional training and development. This training will adhere to the policies and procedures of the student teacher program of the University of Alabama and Stillman College.

3. The Teacher's responsibilities associated with specific project objectives include the following:

   a. The Teacher will administer and score the various diagnostic and formative evaluation instruments, as well as summative evaluation instruments when needed, and will cooperatively interpret scores, etc.

   b. The Teacher will develop and select instructional materials, media, and learning materials appropriate to each child's level and rate of learning, and will execute the teaching strategies which have been prescribed on a personalized basis for the learner.

   c. The Teacher will use, in addition to the diagnostic procedures, various check lists, informal reading inventories, and pupil progress records in the formative evaluation process.

   d. The Teacher will participate in scheduled parent conferences. In addition he/she will participate in community programs where the grouping of children, explanation of the PEGASUS-PACE materials, etc., are discussed.

5. The Teacher will participate actively in all staff development activities, including the following:

   a. Summer workshops,
   b. School year seminars,
   c. Project in-service activities,
   d. Cooperative evaluation of his/her own teaching, involving micro-teaching, video-taping, and systematic observation,
   e. Weekly PACE Report,
   f. Demonstration lessons in reading.

TEACHER: I - Responsibilities (Continued)

6. The Teacher will participate actively in functions sponsored by the Community Council, including
   ...contributions for periodic news releases and feature articles,
   ...instructional and informative presentations for radio and/or television,
   ...community related project dissemination.

7. The Teacher will provide relevant information, materials, etc., for project dissemination.

8. The Teacher will assist the Coordinating Teacher in planning, scheduling, and otherwise coordinating the services of all non-certified personnel within the TR/I/AD project team.

9. The Teacher will keep all project records up to date as required for the evaluation of product and operational process objectives, including all PEGASUS-PACE program records.

10. Additional Recommendations....

TEACHER
II - Qualifications

1. Masters degree desired;

2. Knowledge of recent educational developments (use of PEGASUS-PACE materials, systematic observation, micro-teaching, etc.);

3. Uses with competence a variety of teaching approaches and strategies; instructional materials and media, etc.;

4. Skilled in interpersonal relationships and group process;

5. Strong background in child growth and development;

6. Approval by the University of Alabama and Stillman College as a cooperating teacher for student teachers is desirable;

7. Openness toward the project and enthusiastic in support of its purpose;

8. Exemplifies professional attitudes and behavior.

ESEA Title III
Project: TR/I/AD
Tuscaloosa City Schools
Tuscaloosa, Alabama

Potential Role Definition of
a Regular School Staff Position
ASSOCIATE TEACHER
(5-10-74 Revision)

ASSOCIATE TEACHER

I - Responsibilities

1. The Associate Teacher will utilize the PEGASUS-PACE program in an effective and efficient manner with all students for whose instruction he/she is responsible. Further he/she will participate actively in group planning with the Coordinating Teacher and other staff members

   a. For grouping and sub-grouping of children,
   b. For prescribing materials, methods, etc.,
   c. For teaching on a personalized basis.

2. If cadette student teachers are assigned to the Associate Teacher, she is responsible for planning, scheduling, and utilizing their services.

3. The Associate Teacher's responsibilities associated with specific project objectives include the following:

   a. The Associate Teacher will cooperatively administer and score the various diagnostic and formative evaluation instruments, as well as summative evaluation instrument when needed, and will cooperatively interpret the scores, etc.

   b. The Associate Teacher will develop and select instructional materials, media, and learning materials appropriate to each child's level and rate of learning and will execute the teaching strategies which have been prescribed on a personal basis for the learner.

   c. The Associate Teacher will use, in addition to the diagnostic procedures, various check-lists, informal reading inventories, and pupil progress records in the formative evaluation process.

   d. The Associate Teacher will participate in scheduled parent conferences.

4. The Associate Teacher will participate actively in all staff development activities, including the following:

   a. Summer workshops,
   b. School year seminars,
   c. Project in-service activities,
   d. Cooperative evaluation of his/her own teaching, involving micro-teaching, video-taping, and systematic observation,
   e. Weekly PACE Report.

5. The Associate Teacher will participate actively in functions sponsored by the Community Council, including:
   ....contributions for periodic news releases and feature articles,
   ....community related project dissemination.

6. The Associate Teacher will provide relevant information, materials, etc., for project dissemination.

7. The Associate Teacher will keep all project records up to date as required for the evaluation of product and operational process objectives, including all PEGASUS-PACE program records.

ASSOCIATE TEACHER - Responsibilities (Continued)

8. Additional Recommendations....

ASSOCIATE TEACHER

II - Qualifications

1. Masters Degree desired;

2. Knowledge of recent educational developments (use of continuous progress materials, systematic observation, micro-teaching, etc.);

3. Uses with competence a variety of teaching approaches and strategies; instructional materials and media, etc.;

4. Skilled in interpersonal relationships and group process;

5. Strong background in child growth and development;

6. Openness toward the project and enthusiastic in support of its purposes;

7. Exemplifies professional attitudes and behavior.

ESEA Title III
Project: TR/I/AD
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Role Definition of
a TR/I/AD Staff Position:
INSTRUCTIONAL AIDE
(5-10-74 Revision)

INSTRUCTIONAL AIDE

I - Responsibilities

The principal responsibilities of the Instructional Aide are the following:

1. To assist in implementing the PEGASUS-PACE program for students within the framework of directions from project personnel.

2. To participate actively in group planning with the TR/I/AD teachers with whom she or he is directly working.

3. To participate in micro-teaching, video-taping, and systematic observation for the purpose of cooperatively evaluating his/her performance and progress.

4. To plan and organize materials needed for the teaching of an assigned lesson, with on-the-job time scheduled for this purpose.

5. To assume responsibility for the general physical arrangement and environment of his/her instructional spaces.

6. To relieve the coordinationg TR/I/AD teacher for project planning.

7. To assist teachers when needed by administering and scoring PEGASUS-PACE diagnostics, informal reading inventories, etc.

8. To follow all school policies and procedures.

II - Qualifications

1. A Senior in Elementary Education, having previously had all methods courses, or currently enrolled in those needed. (More desirable, of course, to be a certified elementary teacher. Less desirable, but acceptable, to be certified as elementary substitute teacher.)

2. Knowledgeable of or shows willingness to learn about current educational developments (PEGASUS-PACE materials, micro-teaching, etc.)

3. Works cooperatively with peers and school staff.

4. Has some knowledge and prior experience working with elementary age students.

5. Shows initiative and willingness to learn teaching techniques and strategies; instructional materials and media, etc.

6. Exemplifies professional attitudes and behavior.

7. Relates well to children.

8. Works toward gaining respect from students through his/her classroom performance in the teacher role.

ESEA Title III
Project: TR/I/AD
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Role Definition of
a TR/I/AD Staff Position:
CLERICAL AIDE
(5-10-74 Revision)

CLERICAL AIDE

I - Responsibilities

Generally, the Clerical Aide's duties are the following:

1. To assist and provide support to the project personnel in the implementation of the PEGASUS-PACE Program in reading.
2. To assist the TR/I/AD Classroom Teachers with routine tasks that do not require professional competency.
3. To aid in supervision of pupils working in small groups involved in reading activities.
4. To give additional help following instructional presentations by the TR/I/AD Teacher.
5. To perform various clerical duties related to the implementation of the PEGASUS-PACE Reading Program.
6. To assemble requested reading materials.
7. To assist in record keeping.
8. To relieve TR/I/AD teachers for project and personal planning time when needed.

II - Qualifications

1. Evidence of good physical and mental health.
2. Good grooming.
3. Appropriate word usage.
4. Pleasing personality.
5. Average intelligence.
6. Evidence of successful experience working with children, adults, or within other school situations.
7. Relates well to children.
8. Clerical skills.
9. More than a high school education; less than high school but successful work experience from particular environment useful to school.
10. Shows initiative in carrying out assigned responsibilities.
11. Works cooperatively with school staff.

ESEA Title III
Project: TR/I/AD
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Role Definition of
a TR/I/AD Staff Position:
PEGASUS-PACE MATERIALS TECHNICIAN
(5-10-74 Revision)

PEGASUS-PACE MATERIALS TECHNICIAN

I - Responsibilities

The principal responsibilities of the PEGASUS-PACE Materials Technician are the following:

1. To make revisions based on suggestions from the instructional staff;

2. To develop layouts, typing, and running stencils;

3. To collate and staple packets of materials, including PEGASUS-PACE items, dissemination packets, etc.;

4. To supply teachers' orders for PEGASUS-PACE materials based on student needs;

5. To assist in the development of an organized file of materials related to individual skills objectives;

6. To assist in the preparation of children's writings for mimeographing.

II - Qualifications

1. Very competent in typing speed and accuracy.

2. Skilled in using the mimeograph machine, spirit duplicator, and other office equipment.

3. Previous knowledge of elementary curriculum and continuous progress materials is desirable.

4. Demonstrates initiative in analyzing tasks involved, in organizing work to be performed by other clerical help, and in coordinating their work.

ESEA Title III
Project: TR/I/AD
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Role Definition of
a TR/I/AD Staff Position:
VIDEO TECHNICIAN
(5-10-74 Revision)

VIDEO TECHNICIAN

I - Responsibilities

The principal responsibilities of the Video Technician are the following:

1. To operate all the CCTV equipment as well as other audio and video equipment which is used by the project.
2. To assist in setting up and operating the CCTV equipment whenever and wherever needed.
3. To perform the regular routine cleaning and maintenance of all the CCTV equipment.
4. To develop and maintain an accurate inventory of all CCTV equipment and supplies that belong to the project, including location and current working condition of each piece.
5. To store all CCTV equipment stored neatly in the proper place when it is not in use.
6. To keep all CCTV audio, video, and electrical cords neatly coiled and stored when the equipment is not in use.
7. To keep an accurate inventory of used and unused video tape; to label and store the used tape so that it is readily accessible.
8. To learn to use the RCS interaction analysis system and assist in this aspect of project evaluation functions.

II - Qualifications

1. Above average intelligence, general mechanical and electrical aptitude.
2. At least a high school education; or less than high school but successful work experience in particular environment useful to this role.
3. Evidences ability to operate video taping equipment, or the desire to learn to perform this task.
4. Relates satisfactorily with children.

Attachment I

Titles and Descriptive Summaries for Reciprocal Verbal Categories

(1 and 11) WARMS (INFORMALIZES) THE CLIMATE

Sincere, encouraging remarks that promote a warm atmosphere, extend warm personal praise, make a person (or group) really feel good. Comments that reduce tension or alleviate threat, not necessarily related to lesson content.

(2 and 12) ACCEPTS BEHAVIOR OF ANOTHER (POSITIVE REINFORCEMENT)

Positive reinforcement of another person's action, answer, comment, or idea. Expressing agreement, acceptance, or approval through varied brief comments or by repeating or restating a response. Encouraging someone to continue.

(3 and 13) REQUESTS OR INITIATES AMPLIFICATION OR CLARIFICATION OF ANOTHER PERSON'S IDEA

Calling for the clarification or amplification of ANOTHER PERSON'S self-initiated idea or contribution. Voluntarily initiating amplification or clarification of ANOTHER PERSON'S idea or contribution. Voluntarily summarizing a discussion in a logical and coherent form.

(4 and 14) ASKS A QUESTION (OR OTHERWISE ELICITS INFORMATION)

Asking direct questions or requesting information about the subject matter or procedure under consideration and intending that someone should reply.

(5 and 15) RESPONDS TO ELICITATION BY RECALLING, RELATING, OR MAKING A CONVERGENT RESPONSE

Direct answers to questions or requests for information which other persons have initiated. Responses to questions which limit freedom and require predictable or convergent answers.

(6 and 16) INITIATES INFORMATION OR MAKES DIVERGENT RESPONSES

Self-initiated or volunteered talk (including brief statements as well as extended lecturing). Student responses to questions or elicitations which allow divergence and freedom or require unpredictable responses.

(7 and 17) DIRECTS, ORDERS, ASSIGNS

Verbal behaviors (orders, assignments, etc.) which cause another person to perform a specific action or task, with the expectation that he will comply and that compliance can be verified.

(8 and 18) CORRECTS BEHAVIOR OF ANOTHER

Informing someone that his response, contribution, answer, action, or behavior is incorrect, inappropriate, or not acceptable; verbal disagreement.

(9 and 19) COOLS (FORMALIZES) THE CLIMATE

Sarcasm or other remarks which ridicule a person (or group), thereby promoting a cool atmosphere or creating tension. Bawling someone out, or exercising loud vocal authority. Intensely harsh rejection of one's contribution.

(10) SILENCE OR INDISTINGUISHABLE SOUND

Silent pauses of at least three seconds duration (board work, silent productive thinking, etc.). Periods of confusion in which verbal content of a statement cannot be distinguished.

Figure 2
Project: PROCESS Summary of Categories from
Ober's Reciprocal Category System

Attachment J

THE BARRETT TAXONOMY

COGNITIVE AND AFFECTIVE DIMENSIONS

OF

READING COMPREHENSION

I. Literal Comprehension. Literal comprehension focuses on ideas and information which are explicitly stated in the selection. Purposes for reading and teacher's questions designed to elicit responses at this level may range from simple to complex. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall of a series of facts or the sequencing of incidents in a reading selection. Purposes and questions at this level may have the following characteristics.

A. Recognition requires the student to locate or identify ideas or information explicitly stated in the reading selection itself or in exercises which use the explicit ideas and information presented in the reading selection. Recognition tasks are:

1.1 Recognition of Details. The student is required to locate or identify facts such as the names of characters, the time of a story, or the place of the story.

1.2 Recognition of Main Ideas. The student is asked to locate or identify an explicit statement in or from a selection which is a main idea of a paragraph or a larger portion of the selection.

1.3 Recognition of a Sequence. The student is required to locate or identify the order of incidents or actions explicitly stated in the selection.

1.4 Recognition of Comparison. The student is requested to locate or identify likenesses and differences in characters, times, and places that are explicitly stated in the selection.

1.5 Recognition of Cause and Effect Relationships. The student in this instance may be required to locate or identify the explicitly stated reasons for certain happenings or actions in the selection.

1.6 Recognition of Character Traits. The student is required to identify or locate explicit statements about a character which helps to point up the type of person he is.

1.7 Recognition of Vocabulary. The student is required to identify or locate specific words in the reading selection.

B. Recall requires the student to produce from memory ideas and information explicitly stated in the reading selection. Recall tasks are:

1.8 Recall of Details. The student is asked to produce from memory facts such as the names of characters, the time of the story, or the place of the story.

1.9 Recall of Main Ideas. The student is required to state a main idea of a paragraph or a larger portion of the selection from memory, when the main idea is explicitly stated in the selection.

1.10 Recall of a Sequence. The student is asked to provide from memory the order of incidents or actions explicitly stated in the selection.

1.11 Recall of Comparisons. The student is required to call up from memory the likenesses and differences in characters, time, and places that are explicitly stated in the selection.

I.B. (Continued)

1.12 Recall of Cause and Effect Relationships. The student is requested to produce from memory explicitly stated reasons for certain happenings or actions in the selection.

1.13 Recall of Character Traits. The student is asked to call up from memory explicit statements about characters which illustrate the type of persons they are.

1.14 Vocabulary. The student is asked to recall from memory the meanings of specific words in the reading selection.

II. Inferential Comprehension. Inferential comprehension is demonstrated by the student when he uses the ideas and information explicitly stated in the selection, his intuition, and his personal experience as a basis for conjectures and hypotheses. Inferences drawn by the student may or may not be asked to verbalize the rationale underlying his inferences. In general, then, inferential comprehension is stimulated by purposes for reading and teachers' questions which demand thinking and imagination that go beyond the printed page.

2.1 Inferring Supported Details. In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing.

2.2 Inferring Main Ideas. The student is required to provide the main idea, general significance, theme, or moral which is not explicitly stated in the selections.

2.3 Inferring Sequence. The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents, or he may be asked to hypothesize about what would happen next if the selection had not ended as it did but had been extended.

2.4 Inferring Comparisons. The student is required to infer likenesses and differences in characters, times, or places. Such inferential comparisons revolve around ideas such as: "here and there," "then and now," "he and he," "he and she," and "she and she."

2.5 Inferring Cause and Effect Relationships. The student is required to hypothesize about the motivations of characters and their interactions with time and place. He may also be required to conjecture as to what caused the author to include certain ideas, words, characterizations, and actions in his writing.

2.6 Inferring Character Traits. In this case, the student is asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.

2.7 Predicting Outcomes. The student is requested to read an initial portion of the selections and on the basis of this reading he is required to conjecture about the outcome of the selection.

2.8 Interpreting Figurative Language. The student, in this instance, is asked to infer literal meanings from the author's figurative use of language.

III. Application. The application category of questions is designed to give students practice in the transfer of knowledge to many new situations. Questions at this level require independent application of phonetic and structural analysis skills, context clues, and study skills to a new and unexpected reading situation.

III. (Continued)

3.1 Applies Phonetic Skills. The student is asked to apply phonetic skills to decode unfamiliar words.

3.2 Applies Structural Analysis Skills. The student is expected to apply structural analysis skills to decode unfamiliar words.

3.3 Applies Context Clues. The student is asked to apply context clues to decode unfamiliar word meanings.

3.4 Applies Study Skills. For better understanding, the student is expected to be able to apply study skills to reading materials.

3.5 Applies Literary Skills. The student is expected to apply these skills to the materials being read.

IV. Reorganization. Reorganization requires the student to analyze, synthesize, and/or organize ideas or information explicitly stated in the selection. To produce the desired thought product, the reader may utilize the statements of the author verbatim or he may paraphrase or translate the author's statements. Reorganization tasks are:

4.1 Classifying. In this instance the student is required to place people, things, places, and/or events into categories.

4.2 Outlining. The student is requested to organize the selection into outline form using direct statements or paraphrased statements from the selection.

4.3 Summarizing. The student is asked to condense the selection using direct or paraphrased statements from the selection.

4.4 Synthesizing. In this instance, the student is requested to consolidate explicit ideas or information from more than one source.

V. Evaluation. Purposes for reading and teacher's questions, in this instance, require responses by the student which indicate that he has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources, or with internal criteria provided by the reader's experiences, knowledge, or values. In essence evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence. Evaluative thinking may be demonstrated by asking the student to make the following judgments:

5.1 Judgments of Reality or Fantasy. Could this really happen? Such a question calls for a judgment by the reader based on his experience.

5.2 Judgments of Fact or Opinion. Does the author provide adequate support for his conclusions. Is the author attempting to sway your thinking? Questions of this type require the student to analyze and evaluate the writing on the basis of the knowledge he has on the subject as well as to analyze and evaluate the intent of the author.

5.3 Judgments of Adequacy and Validity. Is the information presented here in keeping with what you have read on the subject in other sources? Questions of this nature call for the reader to compare written sources of information, with an eye toward agreement and disagreement or completeness and incompleteness.

5.4 Judgments of Appropriateness. What part of the story best describes the main character? Such a question requires the reader to make a judgment about the relative adequacy of different parts of the selection to answer the question.

V. (Continued)

5.5 Judgments of Worth, Desirability and Acceptability. Was the character right or wrong in what he did? Was his behavior good or bad? Questions of this nature call for judgments based on the reader's moral code or his value system.

VI. Appreciation. Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the knowledge of and the emotional response to literary techniques, forms, styles, and structures.

6.1 Emotional Response to the Content. The student is required to verbalize his feelings about the selection in terms of interest, excitement, boredom, fear, hate, amusement, etc. It is concerned with the emotional impact of the total work on the reader.

6.2 Identification with Characters or Incidents. Teacher's questions of this nature will elicit responses from the reader which demonstrate his sensitivity to, sympathy for, and empathy with characters and happenings portrayed by the author.

6.3 Reactions to the Author's Use of Language. In this instance the student is required to respond to the author's craftsmanship in terms of the semantic dimensions of the selection, namely, connotations and denotations of words.

6.4 Imagery. In this instance, the reader is required to verbalize his feelings with regard to the author's artistic ability to paint word pictures which cause the reader to visualize, smell, taste, hear, or feel.

Attachment K

ESEA Title III, Section 306
Project: PEGASUS, #71-7464
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

SYSTEMATIC OBSERVATION OF READING

Observer's Name _____ Date _____

Teacher's Name _____ Level _____
Book & _____
Page _____

I. Literal Comprehension		
A. Recognition		
1.1 Details		
1.2 Main Ideas		
1.3 Sequence		
1.4 Comparison		
1.5 Cause & Effect Relationships		
1.6 Character Traits		
1.7 Vocabulary		
B. Recall		
1.8 Details		
1.9 Main Ideas		
1.10 Sequence		
1.11 Comparisons		
1.12 Cause & Effect		
1.13 Character Traits		
1.14 Vocabulary		
II. Inferential Comprehension		
2.1 Inferring Supporting Details		
2.2 Inferring Main Ideas		
2.3 Inferring Sequence		
2.4 Inferring Comparisons		
2.5 Inferring Cause & Effect Rela.		
2.6 Inferring Character Traits		
2.7 Predicting Outcomes		
2.8 Interpreting Figurative Language		

III. Application		
3.1 Applies Phonetic Skills		
3.2 Applies Structural Analysis Skills		
3.3 Applies Context Clues		
3.4 Applies Study Skills		
3.5 Applies Literary Skills		
IV. Reorganization		
4.1 Classifying		
4.2 Outlining		
4.3 Summarizing		
4.4 Synthesizing		
V. Evaluation		
5.1 Judgments of Reality & Fantasy		
5.2 Judgments of Fact & Opinion		
5.3 Judgments of Adequacy & Validity		
5.4 Judgments of Appropriateness		
5.5 Judgments of Worth, Desirability, and Acceptability		
VI. Appreciation		
6.1 Emotional Response to the Content		
6.2 Identification with Characters or Incidents		
6.3 Reactions to the Author's Use of Language		
6.4 Imagery		

1 Use appropriate codes to avoid duplication
2 Describe in attachment
3 Place critical dates on Evaluation/Audit Time Line attachment

EVALUATION/AUDIT PLAN SUMMARY CHART I

INSTRUCTIONAL

Performance Objectives	Evaluation Measurement Techniques and Instruments[1]					Evaluation Data Collection Procedures		
Classify by Target/Operator Group	General Technique	Special Conditions	Name/Type Instrument[2]	Instrum. Avail.[3] Date	Baseline Data	Target Group	Sched. Date(s)[3]	Person Responsible
II-INSTR.D.EVAL. 1. Product Objectives PRODUCT Objective II-INSTR.A.2.a.(1). At the end of each operational year (May) the performance by Primary Target Children of primary instructional reading levels on alternate forms of the appropriate (Primary A or Primary B) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows: a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level. b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level. c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.	Grade Equivalents	September testing for 1st year children is omitted because their true score has been established as zero. See Evaluation Section of Quarterly Status Report, Sept. 30	Gates-MacGinitie Reading Test (Primary A or Primary B)	Evaluator will place order July 1	Collected in Sept., each operational year	Primary Students at Primary Target School	Pre-test in Sept; Post-test in early May, each oper. year	Project Evaluator

Attachment L

II-INSTR.D.1.EVAL.——A.2.a.(1).

NOTE: THESE SHEETS COMPRISE THE EVALUATION PLAN FOR TWO SELECTED PROJECT OBJECTIVES ONLY.

EVALUATION/AUDIT PLAN SUMMARY CHART II

INSTRUCTIONAL

Evaluation Data Analysis Techniques[1]			Evaluation Data Analysis Presentation[1]					
				Dissemination of Evaluation Results				
General Technique	Special Conditions	Person Responsible	Evaluators Report Dates[2]	Person Responsible	Method	Schedule[3]	Recipient	Audience
Objective II-INSTR.A.2.a.(1).								
Grade equivalent gains to pre-specified criteria	Norm groups relevant	Project Evaluator	Final Eval. Report due 7-20, each operational year	Project Evaluator	Final Eval. Report	In Wash: 8-29, each oper. year	C.C.Ch., E.P.A., Eval., Supt., Board of Educ., SEA, and USOE	All concerned parties

9-12-72, Rev. after critique. II-INSTR.D.1.EVAL.—A.2.a.(1).

EVALUATION/AUDIT PLAN SUMMARY CHART III — INSTRUCTIONAL

Audit Sampling Techniques and Instruments[1]							Audit Analysis Techniques[1]			Audit Report[1]			
General Techniques	Special Conditions	Name/Type Instruments[2]	Baseline Data	Standards	Sched. Date(s)[3]	Person Responsible	General Technique	Special Conditions	Person Responsible	Person Responsible	Draft Copy Date[3]	Disc. Mtg. Date	Final Copy Date[3]
Objective II-INSTR.A.2.a.(1).													9-12-72, Rev. after critique.
Prob. sampling of tests, test scoring, records, etc. Sample monitor testing situations (pre and post)	During on-site visits	None	Pre-test	Sampling procedures will include approx. 1% of tests for accuracy in scoring and recording. 5% will be acceptable level of error.	Between: Nov. 15-30, March 1-15, and July 15-31, each oper. year	Educ. Program Auditor	Determining correspondence to accepted anal. procedures for stdrd. tests	Analysis in keeping with specifications detailed in objective	Educ. Program Auditor	Educ. Program Auditor Reports 1. 1st Interim Audit →	11-30, each oper.	12-18, each oper.	12-2 year
										2. 2nd Interim Audit Report (Contin. Applic.) →	3-22, each oper.	3-24, each oper.	4-6, year
										3. Final Audit Report →	8-3, each oper.	8-4, each oper.	8-10, year

1 Use appropriate codes to avoid duplication
2 Describe in attachment
3 Place critical dates on Evaluation/Audit Time Line attachment

EVALUATION/AUDIT PLAN SUMMARY CHART I

STAFF DEVEL.

Performance Objectives	Evaluation Measurement Techniques and Instruments[1]					Evaluation Data Collection Procedures		
Classify by Target/Operator Group	General Technique	Special Conditions	Name/Type Instrument[2]	Instrum. Avail. Date[3]	Baseline Data	Target Group	Sched. Date(s)[3]	Person Responsible
II-STAFF DEVEL.D.EVAL. 1. Product Outcomes PRODUCT Objective II-STAFF DEVEL.A.2.a.(1). During each project operational year the Project Director and other instructional staff members will revise, as needed, the following lists, charts, written agreements, etc. which are basic to the development of a differentiated instructional staff:	Examination of documentation	None	Check List[1] (See STAFF DEVEL. Attachment A)	Sept. 1, 1971	Tentative analysis in preliminary proposal	Instr. and Project Staff	early Sept, each oper. year	Project Evaluator

(a) Written (tentative) job descriptions for each non-professional as well as for each professional staff position.

(b) A graphic organization chart for project personnel, including the instructional career ladder of hierarchical positions through which classroom aides, cadette student teachers, and other instructional personnel may progressively move.

(c) A graphic organization chart depicting the relationship of the Project Director to the school system.

(d) Memorandum of Agreement between Project and Satellite School, delineating criteria for selection of Satellite Schools as well as the responsibilities of both parties.

[1] Check List will facilitate analysis of the four job or responsibility analysis tasks listed above. Review of each of the four tasks will be performed by the Project Director in conference with assigned administrative personnel of the Tuscaloosa City Schools. Date of completion of each job analysis task will be indicated. Each job analysis description and the Memorandum of Agreement will be reviewed annually by the Project Director, involved personnel, and administrative personnel of the Tuscaloosa City Schools. Date of completion will be indicated, changes described, and reasons for changes indicated. Program Evaluator will assess performance of this objective merely in terms of the adherance of the procedures herein indicated. (See attached Check List.)

EVALUATION/AUDIT PLAN SUMMARY CHART III — STAFF DEVEL.

Audit Sampling Techniques and Instruments[1]							Audit Analysis Techniques[1]			Audit Report[1]			
General Techniques	Special Conditions	Name/Type Instruments[2]	Baseline Data	Standards	Sched. Date(s)[3]	Person Responsible	General Technique	Special Conditions	Person Responsible	Person Responsible	Draft Copy Date[3]	Disc. Mtg. Date	Final Copy Date[3]
Objective II-STAFF DEVEL.A.2.a.(1).													
Examination of sample of documentation	During on-site visit	None	Mgt. Time Line	Sampling procedures will include the inspection of all documents	Between Nov. 15-30 each oper. year	Educ. Program Auditor	Deter. of completeness of documentation	None	Educ. Program Auditor	Educ. Program Auditor Reports 1. 1st Interim Report →	11-30, each oper. y	12-18,	12-29 year

9-12-72. Rev. after critique.

II-STAFF DEVEL.D.1.EVAL.— A.2.a.(1).

EVALUATION/AUDIT PLAN SUMMARY CHART II

STAFF DEVEL.

Evaluation Data Analysis Techniques[1]			Evaluation Data Analysis Presentation[1]					
				Dissemination of Evaluation Results				
General Technique	Special Conditions	Person Responsible	Evaluators Report Dates[3]	Person Responsible	Method	Schedule[3]	Recipient	Audience
Objective II-STAFF DEVEL.A.2.a.(1).								
Descriptive	Self-evaluation to provide feedback for purpose of modifying role definitions, etc.	Project Evaluator	1. Quarterly Status Report, 9-25; 2. Interim Eval. Report (Contin. Applic.), 3-20, and 3. Final Eval. Report, 7-20, each oper. year	Evaluator	1. Quarterly Status Report;→ 2. Interim Eval. Rpt. (Contin. Applic.)→ and 3. Final Eval. Report→	9-27, each oper. yr. In Wash: 4-29, each oper. yr. In Wash: 8-29, each oper. year	C.C.Ch., E.P.A., Eval., Supt., Board of Educ., SEA, and USOE	Same

4-29-72

II-STAFF DEVEL.D.1.EVAL.——A.2.a.(1).

Attachment M

ESEA Title III, Section 306
Project: PEGASUS, #71-7464
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

WEEKLY PROGRESS REPORT
(10-12-73 Revision)

Role _____

Cluster _____

Name _____

A. STAFF DEVELOPMENT COMPONENT:
Objective A.2.a.(2).(b).

Number of Total Groups	Total No. Children	Week Ending

ARRANGEMENT OF CHILDREN

	No. of Sub-Grps.	Number of Children in Each Sub-Group					No. Receiving Indiv. Instr.
1. Comprehension Skill Groups							
2. Word Analysis and Study Skill Groups							

B. INSTRUCTIONAL COMPONENT: Objectives A.2.b.(1).-A.2.b.(4).

INSTRUCTIONAL ACTIVITIES OF TEACHERS	Percent of READING Class Time	Hours Outside READING Class
A.2.b.(1). (a) find and study instructional materials and activities and relate to specific objectives		____
(b) develop instructional materials and activities for specific objectives		____
A.2.b.(2). Determine children's initial reading levels		
(a) administer informal reading inventories	____	
(b) administer diagnostic instruments	____	
A.2.b.(3). Conduct formative evaluation		
(a) administer diagnostics and record results	____	____
(b) group and sub-group children	____	____
(c) determine methods and prescribe materials (instructional planning for a particular child or group)	____	____
(d) check for mastery of objectives	____	____
(e) provide feedback from evaluation		
i. to child in individual conference	____	____
ii. to children in small groups	____	
iii. to parents in conferences		____
(f) use results of evaluation to regroup and make new learning prescriptions	____	____
A.2.b.(4). Conduct instructional activities for mastery of skills.		
(a) with total reading group	____	____ (TOT. HOURS)
(b) with sub-groups	____	
(c) with an individual child	____	
ENCROACHMENTS UPON READING CLASS TIME	____	
TOTAL READING CLASS TIME	Your TOTAL ____ MUST Equal 100%	

Attachment H

STAFF DEVELOPMENT COMPONENT

Appendix H

Re: II STAFF DEVEL.A.2.a.(2).(a).

ESEA Title III, Section 306
Project: PEGASUS, #71-7464
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

ROLE PERFORMANCE CHECK SHEET

Name _____ Cluster _____

Role _____

	Leadership in Cluster Planning	Classroom Leadership	Task Performance
INSTRUCTION			
a. grouping and sub-grouping			
b. prescribing materials and methods			
c. personalizing instruction			
PLANNING AND IMPLEMENTING SCHEDULES			
TRAINING OF STUDENT TEACHERS			
WORKING WITH CADETTES			
EVALUATION OF INSTRUCTIONAL STAFF			
PRE AND POST GATES MACGINITIE TESTING			
RESOURCE TEACHING			
a. demonstration lessons			
b. taping models			
c. consulting			
DIAGNOSING CHILDREN			
a. administering - Informal Inventory ( ) Diagnostic ( )			
b. scoring			
c. interpreting			
d. keeping record sheets			
STAFF DEVELOPMENT			
a. school year seminars			
b. project in-service activities			
c. summer workshops			
COMMUNITY - P.T.A. ( ) Community Council ( ) Parent-Teacher Conferences ( )			
DISSEMINATION - Local ( ) State ( ) Regional ( ) National ( )			
KEEPING PROJECT RECORDS			
PLANNING - Cluster ( ) Project ( ) Aides ( )			
SELF-EVALUATION			
a. micro-teaching, video taping, interaction analysis			
b. Barrett taxonomy			
DEVELOPING AND SELECTING INSTRUCTIONAL MATERIALS			
EVALUATING, RECOMMENDING, AND CONSULTING ABOUT CHILDREN'S LEARNING PROBLEMS			

PEGASUS-PACE

CONTINUOUS PROGRESS

READING PROGRAM:

What Every Potential Adopter Needs to Know.

Project: PEGASUS-PACE
ESEA Title III, Section 306
Tuscaloosa City Board of Education
1100 - 21st Street, East
Tuscaloosa, Alabama 35401

Submitted by

Marie Sinclair, Project Director

December 2, 1974

(Revised: 2-14-75)

CS 001 823

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DEVELOPER-DEMONSTRATOR PROJECT CATALOG ENTRIES
(Please Type)

PART ONE: ADOPTER INFORMATION

1.0. USER'S INFORMATION: *(Please Leave Blank)*

1.0.1. COMPLETION STATUS: /_/_/ 1.0.2. DATE: /_/_/_/_/_/

1.0.3. DDC CODE NUMBER: /_/_/ 1.0.4. SFC CODE NUMBER: /_/_/

1.1. DESCRIPTIVE TITLE OF PROGRAM:

Project: PEGASUS-PACE

PEGASUS: Personalized Educational Growth and Achievement; Selective Utilization of Staff

PACE: Personalized Approach to Continuous Education

1.2. CONTENT AREA(S)/DESCRIPTOR(S) OF PROGRAM: *(Include here if reasonable: (1) the primary subject matter(s) dealt with in the program (e.g., reading, math, etc); (2) population descriptors (e.g., early childhood, migrant, etc.); and (3) process descriptors (e.g., individualized instruction, remedial education, etc.)*

(1) Reading.
(2) Early childhood and elementary (including middle schools)
(3) Personalized approach; continuous progress through levels K-16 (Kindergarten through early junior high/middle school reading levels).

1.3. DIRECTOR OF PROGRAM/CONTACT PERSON:

Dr. Marie Sinclair — (Name of Contact Person)
Project Director — (Title)

Tuscaloosa City Board of Education
(Name-School/Agency, If Needed)

1100 - 21st Street East — (Street - P. O. Box)
Tuscaloosa — (City)

Alabama — (State)
35401 — (Zip Code)
Area Code (205) 758-3845 — (Telephone)

1.4. LOCATION OF DEVELOPER-DEMONSTRATOR PROJECT SITE: *(If different from above)*

(See 1.3., above)
(Name - School/Agency)

(Street - P. O. Box)
(City)

(State)
(Zip Code)
Area Code ( ) (Telephone)

1.5. SOURCE OF FUNDS FOR DIFFUSION/ADOPTION EFFORT: *(e.g., Title III, 306; LEA; State; etc.)*

ESEA, Title III, 306

1.6. PROGRAM START AND APPROVAL DATES: *(Specify Month and Year e.g., 09/68)*

1.6.1. START DATE: 7/74 1.6.2. USOEDRP APPROVAL DATE: 4/74

PART ONE: ADOPTER INFORMATION

1.7. TARGET POPULATION(S) ON WHICH VALIDATION WAS BASED:

1.7.1. TOTAL NUMBER STUDENTS SERVED 1,335 IN AREA 11,950 .

1.7.2. LOCALE: *(Give Percentages)*

___ % Rural ___ % Suburban 100 % Urban

___ % Farm ___ % Non-Farm { 30 % Inner City 35 % Other; 35 % Central City

1.7.3. SEX: *(Give Percentages)*

51 % Male 49 % Female

1.7.4. ETHNIC BACKGROUND: *(Give Percentages)* (for target populations)

American Indian ___ % Black/Negro 21 % Oriental/Polynesian 1. %

White/Caucasian 77 % Mexican American .5 % Puerto Rican .5 %

Other: *(Specify)* _____ %

1.7.5. SOCIO-ECONOMIC LEVEL, BASED ON AVERAGE ANNUAL FAMILY INCOME: *(Give Percentages)*

Low Income ($3,000. or less) 29.80 % Over $3,000. 70.20 %

Middle Income ($4,000.00-$15,000.00) not available %

High Income (More than $15,000.00) not available %

1.7.6. TOTAL NUMBER OF SCHOOLS INVOLVED 4 IN AREA 14 .

1.7.7. TYPE OF SCHOOL: *(Check as Appropriate)*

☐ Preschool ☒ Elementary ☐ Middle/Junior High ☐ Senior High

☐ Special: *(Specify)* _____

1.7.8. GRADE(S)/DEVELOPMENTAL LEVEL(S): *(List)* The PEGASUS-PACE Reading Curriculum comprises seventeen levels (readiness through early junior high).

1.8. BRIEF DESCRIPTION OF CONTEXT/LEARNER UNIT: *(Include a very brief description of the (1.8.1)community, (1.8.2)school, and (1.8.3)student characteristics (not covered above). Indicate which of the described aspects of the context are pertinent to the program. Also define here the (1.8.4) learner-unit, e.g., "30 students in a class," "12 students per teacher aide," "180 students served by the learning center," "450 students in the program," etc.)*

NOTE: See attached sheet.

PART ONE: ADOPTER INFORMATION

1.8. BRIEF DESCRIPTION OF CONTEXT/LEARNER UNIT

1.8.1. Community

The initial education community served is the Tuscaloosa City School District, with a population of 67,300 according to the 1973 Selective Growth Statistics. (The Tuscaloosa County 1973 population estimate is 120,900.) Within the immediate target area there are 11,950 students enrolled in the Tuscaloosa City Schools and approximately 1,075 in non-public schools. The population of the City of Tuscaloosa represents 1.95% of the state population of 3,444,165, as reported in the 1970 census (quoted from the 1973 Governmental Guide).

A county and state map of Alabama, on which is shown the location of the City of Tuscaloosa, follows as Figure 1. The Tuscaloosa City Board of Education is the local educational agency served by the project.

1.8.1.1. Educational Resources, Other than the Public Schools

The main campus of the University of Alabama is located in the city of Tuscaloosa. The various departments and schools of the university annually enroll approximately 13,000 students on the main campus. Stillman College, a small church-affliated institution, is also located in the city of Tuscaloosa. This college has an annual enrollment of more than 700 students.

Holy Spirit Catholic School, Tuscaloosa Academy, and West End Christian School are small privately owned schools located in Tuscaloosa. Also, there are six private kindergartens with several offering first and second grade work.

Figure 1

Alabama County and State Map,
with Target Area Indicated

1.8.1.2. Cultural Facilities within the Community

Cultural activities of the city center around the University of Alabama. The University sponsors a concert-lecture series open to the public on a season ticket, admission fee basis. It also sponsors a series of plays, locally produced, for which admission is charged. A limited number of free faculty and student concerts, recitals, and art shows are available to the public. Students, university-connected families, and adults from the middle to high income brackets of the city are the people who customarily take advantage of these activities. Stillman College also sponsors occasional concerts and dramatic productions for which admission is charged.

Tuscaloosa civic clubs and arts clubs sponsor occasional concerts and plays, either by traveling companies or by local talent, for which there is an admission charge. There is no municipal auditorium for such activities; consequently, all are staged in the Tuscaloosa High School auditorium or in the University's new Memorial Coliseum.

1.8.1.3. Human and Physical Resources within the Community

HUMAN RESOURCES

Tuscaloosa has a high percentage of intelligent, highly educated university faculty wives, wives of graduate and of undergraduate students with above average education, and an increasing number of graduate students, all of whom are available for temporary or part-time employment. The University of Alabama's administrative and instructional staff provide a ready reservoir of diverse talent which is available for use in assisting local public school effort.

1.8.1.3. (continued)

PHYSICAL RESOURCES

Tuscaloosa's economy depends chiefly upon its small industries, its state hospitals, and the state university. In the rural areas there are about 100,000 acres of cropland devoted to cotton, corn, hay, small grains, pasture-land, and truck farming. Considerable income is derived from forestry products.

A large paper mill, a tire manufacturing operation, and oil refinery, and several small chemical industries provide income for a substantial number of the citizens of Tuscaloosa. Recently two small textile mills have begun operations in the city. Employment opportunities have been afforded for many years by the Veterans Administration Hospital and two state mental institutions as well as by the University of Alabama.

The Black Warrior River serves the industries of west central Alabama and provides recreation for an increasing number of the residents. A recent expansion of the area reservoir is affording additional water resources for industrial application as well as recreational use. Barge transportation on the Black Warrior River likewise provides some vitality to the economy.

1.8.2. School and Target Population

During the past three developmental and operational years Project: PEGASUS has served all elementary children in the Primary Target School (Northington School) and others in three Satellite Schools. In each Satellite School a "micro-staff" of at least three teachers with a cluster of children spanning four or more reading levels have participated in the program. The total target population

1.8.2. (continued)

on which validation was based includes the following:

(1) Primary Target School (Northington), about 450 students

(a) Cluster I (first and second year elementary children)

(b) Cluster II (third and fourth year elementary children)

(c) Cluster III (fifth and sixth year elementary children)

(2) Satellite Schools

(a) Alberta (about 100 third and fourth year children)

(b) Stafford (about 85 primary aged children)

(3) Satellite Pilot School (Skyland), about 700 pupils (all elementary levels) (In addition to having a micro-staff this school used project materials with all children on a pilot basis.)

1.8.3. Student Characteristics (Not covered above).

The reasons which underlay the selection of the Northington School students as the Primary Target population for Project: PEGASUS (FY72-FY74) include the following:

1. A study of California Achievement Test scores from 1965 through 1970 revealed a steady trend of regression in grade level reading achievement since 1967. Comparisons of third grade scores showed a median grade placement loss of 0.50 in vocabulary, 0.44 in comprehension, and 0.55 in total reading battery. In September, 1970, 34.38% of the third graders scored below grade level on the total battery in reading.

Comparisons of sixth grade scores indicated a median grade placement loss of 0.76 in vocabulary and 0.85 in comprehension since 1966. In September of 1970 over 50% of Northington sixth graders scored below grade level in vocabulary; over 45%, in

1.8.3. Student Characteristics (continued)

comprehension; and over 45%, on the total battery. (See tables in the Formal Proposal, May 19, 1971, for details.)

2. A pattern of reading retrogradation or retarded upward reading progress was also reflected in a longitudinal comparison of scores from the reading battery of the California Achievement Test. Northington's 1965 third graders, many of whom it would appear were also 1968 sixth graders, lost .47 median grade placement in vocabulary and .37 median grade placement in comprehension during their upward progress through the elementary grades. Northington's 1966 third graders, many of whom would have been represented in the 1969 sixth grade group, lost 0.8 median grade placement in vocabulary and 0.5 in comprehension. A similar comparison between the third grade scores of 1967 and the sixth grade scores of 1970 revealed a .79 median grade placement loss in vocabulary, a .77 loss in comprehension, and a .62 loss in total battery. Thus through the years the situation appeared to be growing more serious. (See tables in the Formal Proposal, May 19, 1974, for details.)
3. Not surprisingly, the Northington School students also exhibited an extremely wide range of reading grade placement scores. The 1970 sixth grade range of total reading battery grade placement scores (5.8 in grade placement) approached being twice as great as that (3.1 in grade placement) of the 1967 third grade. Likewise the 1968 sixth grade range of vocabulary grade placement scores was found to be 5.7 as compared to 3.4 for the 1965 third grade; and the 1968 sixth grade range of comprehension grade

1.8.3. Student Characteristics (continued)

placement scores was 6.1 as compared to 2.8 for the 1965 third grade.

4. It was believed that this continually expanding negative dimension in reading achievement could be reduced if a program of continual progress in reading could be designed to accommodate the learning needs of the demonstrated poor achievers.

5. Another factor in the rationale for choosing Northington students as the Primary Target Population concerned the location of their school in the geographic center of the city. The present building replaced five years ago a school plant which had consisted of a series of long rambling former hospital wards, which were a part of what had been a sprawling, hastily constructed U.S. Army general hospital during World War II. Thus a central city school population was housed in a facility conducive to the implementation of flexible grouping, a fundamental instructional concept in the project's personalized, continuous progress program for children.

1.8.4. Learner Unit

Figure 2 presents the organization for instruction of the Primary Target School students as related to the floor plan of Northington School. (A central facility for trainable and physically handicapped children occupies an additional wing of this building, but these children were not project participants. Educable mentally retarded students are housed in the Intermediate Cluster, and these youngsters were served by the project on an informal basis.)

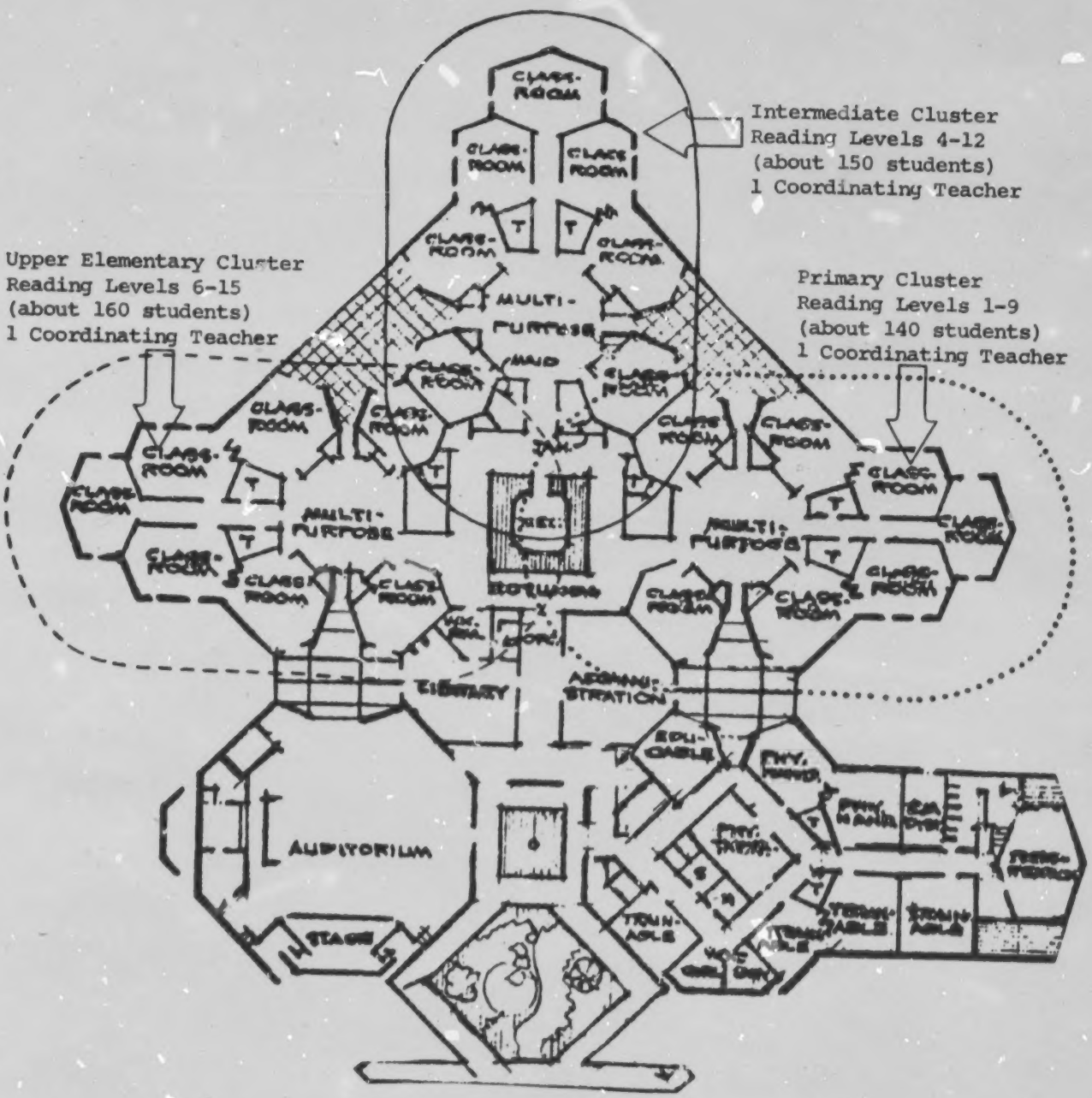

Figure 2

PEGASUS-PACE
CONTINUOUS READING PROGRESS PLAN FOR CHILDREN

as Related to
the Primary Target School: Northington School
Tuscaloosa, Alabama

PART ONE: ADOPTER INFORMATION

1.9. LEARNER-BASED GOALS/GENERAL OBJECTIVES OF PROJECT: PEGASUS (FY72-FY74)

Instructional Component (Product Objectives)

PRODUCT Objective II-INSTR.A.2.a.(1).

At the end of each operational year (May) the performance by Primary Target Children of primary instructional reading levels on alternate forms of the appropriate (Primary A or Primary B) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows: a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level; b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level; c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.

PRODUCT Objective II-INSTR.A.2.a.(2).

At the end of each operational year (May) the performance by Primary Target Children of intermediate instructional reading levels on alternate forms of the appropriate (Primary C or Survey D) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows: a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level; b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level; c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.

PRODUCT Objective II-INSTR.A.2.a.(3).

At the end of each operational year (May) the performance by Primary Target Children of upper elementary instructional reading levels on alternate forms of Survey D, Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows: a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level; b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level; c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.

1.9.1. LEARNER-BASED GOALS/GENERAL OBJECTIVES OF PROJECT: TRIAD (FY75), AN ADOPTION OF THE PEGASUS-PACE PROGRAM IN EIGHT SCHOOLS.

Throughout the course of Project: PEGASUS the staff recognized the need for a more sophisticated method of evaluating student progress in terms of student ability. During FY74 the doctoral study of the PEGASUS Curriculum/Evaluation Associate was directed toward investigating a method for predicting estimated gain in elementary reading achievement scores based upon IQ scores as well as reading achievement pretest scores.

The results of this graduate study substantiated the development of the TRIAD Expectancy Chart, which follows in the body of this report. (Documentation is on file in the project office.) This method employs the stanine of each measure rather than actual scores.

EIGHT MONTHS' PROGRESS EXPECTATION FOR TRIAD STUDENTS

STANINES - Based on Standardized Achievement Test Scores

	1	2	3	4	5	6	7	8	9
STANINES Based on Mental Maturity Test Scores 1	.2	.2	.1	-	-	-	-	-	-
2	.4	.3	.3	.2	.1	-	-	-	-
3	.6	.6	.5	.5	.4	.2	.1	-	-
4	.9	.7	.7	.6	.6	.5	.2	.1	-
5	1.4	1.2	1.0	.9	.8	.7	.6	.4	.1
6	1.7	1.5	1.4	1.2	1.0	.8	.6	.5	.3
7	1.9	1.7	1.6	1.4	1.3	1.1	1.0	.9	.8
8	2.2	2.0	1.8	1.6	1.4	1.2	1.0	.8	.7
9	2.4	2.1	1.8	1.6	1.4	1.2	1.0	.8	.6

Figure 3

1.9.1. (continued)

The FY75 Learner-Based Product Objectives for the implementation of the PEGASUS-PACE program in eight varying educational environments in Project: TRIAD are based on this expectancy chart. The PEGASUS program was developed and implemented with a primary target population in a central city school where student achievement and mental ability had been determined statistically to be quite average, or a little below average. Their success in attaining the PEGASUS product objectives for learners is a matter of record. These students, of course, would not be considered an inner-city population; nor were they poor rural. Neither, however, were they representative of affluent suburban families. For the full spectrum of possible student achievement and socio-economic background, it is believed that the following TRIAD product objectives may be more appropriate for potential adopters than the original Project: PEGASUS (FY72-FY74) objectives.

These TRIAD learner-based product objectives for potential adopters are the following:

Objective 2.1. (Instr. Product).
At the end of each operational year (May) 80% of the TRIAD-Vegas Target Students (enrolled in classes taught by the Vegas Teams of project teachers and provided reading instruction through the Project: PEGASUS - Personalized Approach to Continuous Education) will demonstrate pre-post (September to May) gains on equivalent forms of appropriate levels of the Gates-MacGinitie Reading Test at the rate indicated on the Year's Progress Expectation Chart (See above chart).

Objective 2.2. (Instr. Product).
At the end of each operational year (May) 80% of the TRIAD-Comets Target Students (enrolled in classes taught by the Comets Teams of project teachers and provided reading instruction through the Project: PEGASUS - Personalized Approach to Continuous Education) will demonstrate pre-post (September to May) gains on equivalent forms of appropriate levels of the Gates-MacGinitie Reading Test at the rate indicated on the Year's Progress Expectation Chart (See above chart).

1.9.1. (continued)

Objective 2.3. (Instr. Product).
At the end of each operational year (May) 80% of the TRIAD-Galaxies Target Students (enrolled in classes taught by the Galaxies Teams of project teachers and provided reading instruction through the Project: PEGASUS - Personalized Approach to Continuous Education) will demonstrate pre-post (September to May) gains on equivalent forms of appropriate levels of the Gates-MacGinitie Reading Test at the rate indicated on the Year's Progress Expectation Chart (See above chart).

1.10 OTHER GOALS/GENERAL OBJECTIVES OF THE PROGRAM

NOTE: The objectives stated in this section have been drawn from TRIAD, the adoption project, rather than from PEGASUS, the developing project.

1.10.1. Management Component (Product and Process Objectives)

Objective 1.1. (Mgt. Product).
Adoption management and staff will field test, refine and demonstrate a model for Replication/Institutionalization/Adaption of the validated PEGASUS-PACE (Personalized Approach to Continuous Education) Program in educational settings other than those in which success has been demonstrated. The PEGASUS-PACE Adoption Model, which follows as Figure 4 of this document, becomes baseline data for this activity. (This model is also known as the TRIAD Adoption Model.)

Objective 1.2. (Mgt. Product).
At the end of each operational year the adoption management and instructional personnel will examine statistically the results of several aspects of the adoption process involving organizational variables. Possible variable arrangements might include:
a. Vegas --- Grade level teams of teacher participants representing two or more elementary schools with similar educational needs.
b. Comets --- Cluster teams (across grade levels) of teacher participants from two or more elementary schools.
c. Galaxies --- Teams of teacher participants comprising a total elementary school faculty.

Aspects of adoption which might be examined are students' achievement gain; teachers' self-report of personalized instruction activities; and teacher attitude change.

Objective 1.3. (Mgt. Process).
Adoption management and instructional personnel will implement the major components of the validated program and will operate aspects of the program in terms of the management time line (Gantt chart), with one week leeway before or after the dates.

PEGASUS-PACE Adoption Model

Tentative Draft: 3-4-74

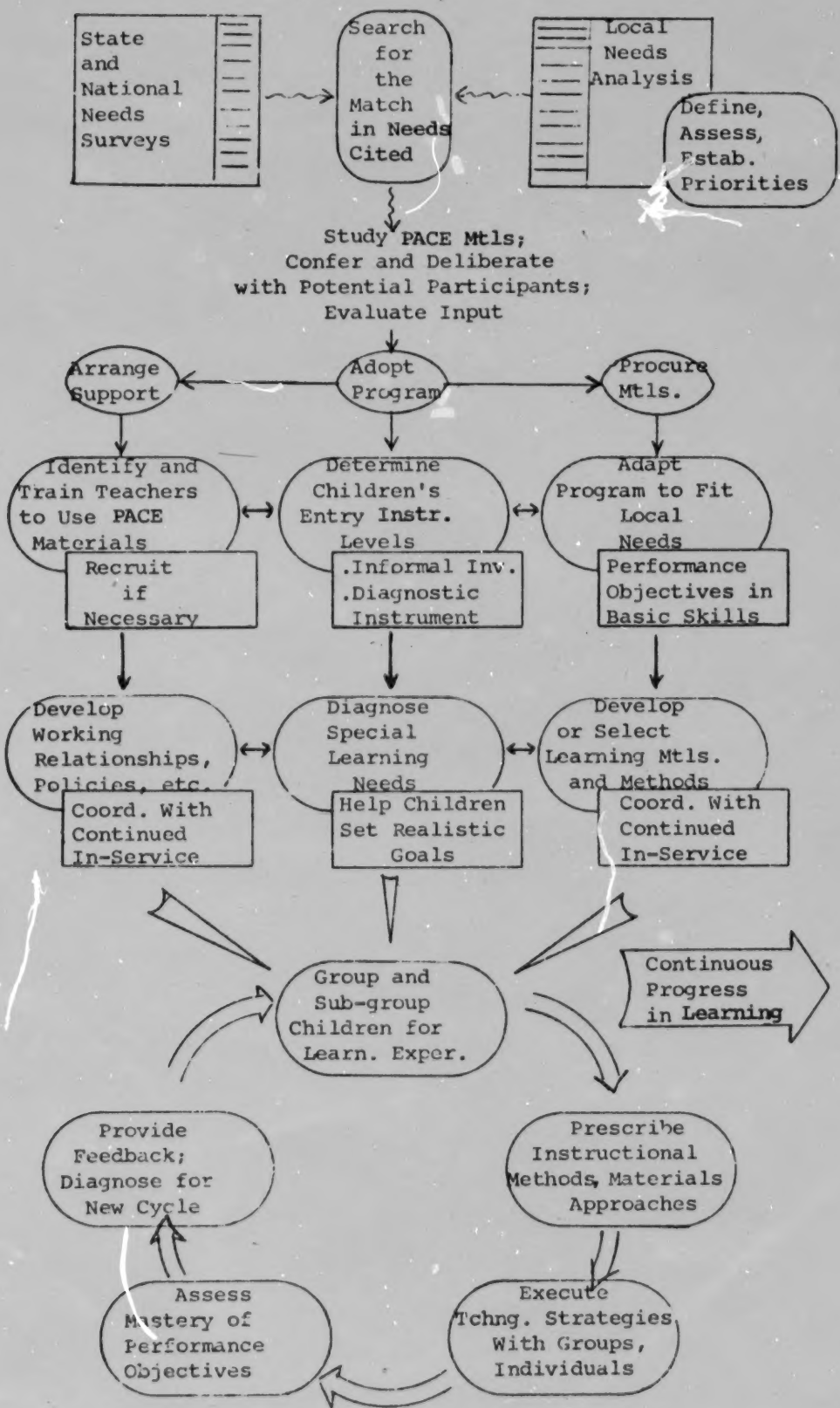
State and National Needs Surveys
Search for the Match in Needs Cited
Local Needs Analysis
Define, Assess, Estab. Priorities
Study PACE Mtls; Confer and Deliberate with Potential Participants; Evaluate Input
Arrange Support
Adopt Program
Procure Mtls.
Identify and Train Teachers to Use PACE Materials
Recruit if Necessary
Determine Children's Entry Instr. Levels
.Informal Inv.
.Diagnostic Instrument
Adapt Program to Fit Local Needs
Performance Objectives in Basic Skills
Develop Working Relationships, Policies, etc.
Coord. With Continued In-Service
Diagnose Special Learning Needs
Help Children Set Realistic Goals
Develop or Select Learning Mtls. and Methods
Coord. With Continued In-Service
Group and Sub-group Children for Learn. Exper.
Continuous Progress in Learning
Provide Feedback; Diagnose for New Cycle
Prescribe Instructional Methods, Materials Approaches
Assess Mastery of Performance Objectives
Execute Tchng. Strategies With Groups, Individuals

Figure 4

1.10.1. (continued)

Objectives 1.4. (Mgt. Process).
Adoption management and staff will document modifications in aspects of the adoption process as needed, including those related to field-testing the operational PEGASUS-PACE Adoption Model as well as to implementing the PEGASUS-PACE Continuous Progress Reading Program.

Objective 1.5. (Mgt. Process).
During the course of the operational year the adoption management and staff will disseminate information about program functions through:

a. One brochure for parents and lay people,
b. Progress reports at Community Council meetings, or P.T.A., or other appropriate lay meeting,
c. At least two news stories,
d. At least two presentations at appropriate educational meetings.

1.10.2. Instructional Component (Process Objectives)

NOTE: Instructional Product Objectives 2.1., 2.2., and 2.3. have been stated in Section 1.9.1., above.

Objective 2.4. (Instr. Process).
As a means of investigating statistically the accelerated learner achievement aspect of the PEGASUS-PACE Adoption Model, the adoption management and staff will make comparisons among several student target groups (possibly those taught by Vegas, Comets, and Galaxies). Specifically the extent to which students' actual gain (pre-post, September to May) exceeds their expected gain, as measured on equivalent forms of appropriate levels of the Gates-MacGinitie Reading Test will be examined. (See the Progress Expectation Chart, Figure 3 in Section 1.9.1., above.)

Objective 2.5. (Instr. Process).
(PEGASUS-PERSONALIZED APPROACH TO CONTINUOUS EDUCATION --- PREPARATION FOR INSTRUCTION.) During each operational year the teacher adopters (possibly in each of three adoption organizational arrangements --- Vegas, Comets, and Galaxies) will employ the PEGASUS - Personalized Approach to Continuous Education in preparing for reading instruction for project target students as follows:

a. Find and study instructional materials and activities and relate to specific objectives.
b. Develop instructional materials and activities for specific objectives.

Objective 2.6. (Instr. Process).
(PEGASUS-PERSONALIZED APPROACH TO CONTINUOUS EDUCATION --- INSTRUCTIONAL AND FORMATIVE EVALUATION CYCLE.) During each operational year the teacher adopters (possibly in each of three adoption organizational arrangements --- Vegas, Comets, and Galaxies) will employ the PEGASUS -

1.10.2. (continued)

Personalized Approach to Continuous Education and conduct formative evaluation as an integral part of the teaching-learning process for project target students, specifically:

a. Administer informal reading inventories to determine initial reading levels; document administration and scoring; and record results,
b. Administer diagnostic instruments; document administration and scoring; and record test results,
c. Group and sub-group learners for instruction on the basis of charted results of the diagnostics and other pertinent information,
d. Determine methods and prescribe materials (instructional planning for a particular child or group),
e. Execute the teaching strategies prescribed for mastery of skills
   ... with a total instructional group
   ... with sub-groups
   ... with individual learners,
f. Check for mastery of objectives,
g. Provide feedback from formative evaluation
   ... to students in individual conferences
   ... to students in small groups
   ... to parents in conferences,
h. Use results of formative evaluation to regroup and make new learning prescriptions.

Special Conditions: Documentation of the accomplishment of objectives 2.5. and 2.6. will be made on the Weekly PACE Report, a specimen copy of which follows in this document. (See Figures 5-a and 5-b.) This adaptation of the PEGASUS Weekly Progress Report provides the means for collecting self-report data from teachers implementing the PEGASUS-PACE program. Other documentation will be recorded on an Individual Learner's Progress Record, a Master Record Sheet, and Chart for Sub-Grouping, as well as on the scored diagnostics and informal inventories. Each of these items is available for adoption from the validated PEGASUS program.

1.10.3. Staff Development Component (Product and Process Objectives)

Objective 3.1. (Stf. Dev. Product).
During each operational year the adoption management and staff will develop and revise as needed the following lists, charts, written agreements, etc., relating to the PEGASUS-PACE model for adoption of a validated program:

a. Written (tentative) job description for each professional and non-professional staff position (basic if differentiated staffing is adopted).
b. A graphic organization chart for program adoption personnel, including the relationship of staff members to the various adoption organizational arrangements (possibly to Vegas, Comets, and Galaxies).
c. Memorandum of agreement between the adoption management and each organizational group of adopting teachers and administrators.
d. Memorandum of agreement between the adopting management (LEA administration and the validated Developer-Demonstrator project.)

Weekly PACE Report

ESEA Title III
Projects: PEGASUS-PACE-TRIAD
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401
(Revised 9-6-74)

(Weekly Progress Report)

School Number 12
Teacher Number 03
Teacher Name Cobb, L.
Week Ending 1118

ARRANGEMENT OF STUDENTS

1. Total No. of Students 26	Total No. of Levels 3	Number of Sub-Groups	Number of Children in Each Sub-Group				Number Receiving Indiv. Instr.
2. Comprehension Skill Groups		3	12	8	6		
3. Word Analysis and Study Skill Groups		5	10	8	6		2

INSTRUCTIONAL COMPONENT PROCESS OBJECTIVES 2.5. and 2.6.
Employing the PEGASUS-PACE-TRIAD (Personalized Approach to Continuous Education)

PREPARATION FOR INSTRUCTION	Percent of Class Time	Hours Out-Side Class
Obj. 2.5.a. find and study instructional materials and activities and relate to specific objectives.		2
b. develop instructional materials and activities for specific objectives.		2
Obj. 2.6. PACE INSTRUCTIONAL AND FORMATIVE EVALUATION CYCLE		
a. administer informal reading inventories to determine initial reading levels, and record results.	5	—
b. administer diagnostic instrument and record results.	10	½
c. group and sub-group learners on the basis of charted results of diagnostics and other information.	—	1
d. determine methods and prescribe materials (instructional planning for a particular child or group).	—	2
e. Execute teaching strategies		
(1) with total group,	5	
(2) with sub-groups,	50	
(3) with individual learners,	10	—
f. check for mastery of objectives,	—	—
g. provide feedback from formative evaluation		
(1) to students in individual conferences	5	—
(2) to students in small groups	10	
(3) to parents in conferences.	—	1
h. use results of formative evaluation to regroup and make new learning prescriptions	—	½
ENCROACHMENTS UPON CLASS TIME (Firedrill)	5	
TOTAL CLASS TIME	Your Total 100	Must Equal 100%

Figure 5-a

ESEA Title III
Projects: PEGASUS-PACE-TRIAD
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

INSTRUCTIONS FOR COMPLETING THE WEEKLY PACE REPORT (Rev. 9-6-74)

The Weekly PACE Report is to be completed every Friday afternoon by each teacher involved in Projects: PEGASUS-PACE-TRIAD. It is designed to reflect the teacher's personalization of reading instruction during a given week. This information reported will include the percentage of time the reporting teacher has been involved in various activities within as well as outside "Reading Class Time" each week, and the arrangement of children for reading instruction during the given week. It is important to understand these instructions and to follow them carefully.

IDENTIFYING INFORMATION -- Upper Right Corner of the Weekly PACE Report.

*School Number-Refer to the list below and insert this number into the space provided on the report form.

SCHOOL	SCHOOL NO.	SCHOOL	SCHOOL NO.
Central	11	Stillman Heights	12
East End	21	32nd Avenue	13
Parkview	31	20th Street	32
Skyland	22	Holy Spirit	23

*Teacher Number-Refer to the separate sheet containing teacher numbers and insert in the space provided.

*Teacher Name-Print your last name and first initial in this space.

*Week ending-Fill in the month and day, in that order, using numberals only. This should always be a four digit number, ie:

January 1 would be 0101
November 18 would be 1118

ARRANGEMENT OF CHILDREN

1. Total Number Children- This number indicates the total number of children for whose instruction the reporting teacher is responsible.

   Total Number of Levels- This number indicates the number of levels for which the reporting teacher is responsible.

2. Comprehension Skill Groups

   Number of Sub-groups- This item should indicate the average number of comprehension sub-groups with whom the teacher has worked during the given week. Sub-grouping in the Comprehension Skills area occurs when one or more children are working on the same comprehension skill regardless of their physical arrangement.

Figure 5-b

Figure 5-b (continued)

2. Contd.

The total number of comprehension sub-groups should include the number receiving individual instruction. Each individual child working on a prescribed comprehension skill on which no other student is working is to be counted as a comprehension sub-group within the total group.

Number of Children in Each Sub-group- This number reflects the average number children in the sub-groups during the week.

Number Receiving Individual Instruction- Children receiving instruction on an individually prescribed skill on which no other student is working will be reported in this box.

3. Word Analysis and Study Skills Groups

Number of Sub-groups- This item should indicate the average number of Word Analysis and Study Skill sub-groups with whom the teacher has worked during the given week. Sub-grouping in these skill areas occurs when one or more children are working on the same skill regardless of their physical arrangement.

The total number of word analysis and study skills sub-groups should include the number receiving individual instruction. Each individual child working on a prescribed word analysis or study skill on which no other student is working is to be counted as a sub-group within the total group.

Number of Children in Each Sub-group- This number reflects the average number of children in the sub-groups during the week.

Number Receiving Individual Instruction- Children receiving instruction individually on a specific skill for which no other child is receiving instruction.

4. Instructional Activities of Teachers

This section of the report should reflect the percentage of time the reporting teacher has been involved in various activities within as well as outside "Reading Class Time" each week. In the first column, labeled "Percent of READING Class Time," the teacher should report the approximate percentage of time that was spent in each of the activities listed. The total for this column must always be 100%, ignoring teacher absences for less than one week. If a teacher is absent Monday through Friday, her Coordinating Teacher will file her report, noting her week's absence.

In the last column, labeled "Hours Outside READING Class," the teacher should report the actual amount of time spent outside of reading class time on the activities listed. The time should be estimated to the nearest ¼ hour. This column should be totaled, and the amount entered in the blank marked "(TOT. HOURS)."

Figure 5-b (continued)

4. Contd.

2.5-a-b. Part (a) applias to any materials and activities that have been prepared by someone other than the teacher. Part (b) is for activities and materials prepared by the teacher.

2.6-a. This applied only to finding the initial reading level of a child whose reading instructional level is not known, as in the case of a new pupil coming into the school. Once a child has been placed in the program, any further diagnostic testing would be a part of formative evaluation (see 2.6-b-h).

2.6-b-h. These are the steps in the routine procedure of formative evaluation-a continuing cycle. Part (h) leads to (b) or (a) and the process begins again.

2.6-e. This will usually fill the majority of the reading class time.
(1) The total reading group represents a group of children assigned to an individual teacher, student teacher, or instructional aide.
(2) Sub-groups represent groups within the total group.
(3) This means one-to-one instruction with a child.

ENCROACHMENTS UPON READING CLASS TIME. This is the percentage of regular reading class time not used for reading instruction because of interruptions such as fire drills, imposed conferences, called meetings, attention to sick children, and other emergencies. This category would also include any teacher activity which will not logically fit under Objectives 2, 3, or 4, above.

1.10.3. (continued)

Documentation of the completion of each task will be recorded and maintained. Annual review of these products will be indicated, changes described, and reasons for changes indicated.

Objective 3.2. (Stf. Dev. Product).
Adopting instructional personnel will evidence increased efficiency in providing Personalized Approach to Continuous Education instruction by their increase in assigning tasks to students on the basis of their diagnosed reading instructional needs and by their increase in assigning tasks to students on the basis of their diagnosed reading instructional needs and by their increased use of one-to-one and small group instruction to overcome these differentiated weaknesses. Pre-post comparisons will be made between an early nine-weeks and latter nine-weeks self-report data collected on the Weekly PACE Reports. (See Figure 5 in Section 1.10.2. above.) Evaluation might also be based on instructional planning records, Charts for Sub-Grouping, as well as classroom observation.

Objective 3.3. (Stf. Dev. Process).
During each operational year the adoption management and staff will conduct or through other means provide appropriate staff development functions directed toward coordinating the adoption of the PEGASUS-PACE program as well as toward the development by adopting teachers of skills needed to implement the program for students. Through a summer workshop and/or continuing school-year seminars and/or periodic half-day sessions they will provide training in the following skills:

a. Administration of the informal reading inventories, the PEGASUS-PACE diagnostic tests, and other diagnostic measures,
b. Examining and selecting various instructional materials to use in attaining reading performance objectives within the PEGASUS-PACE curriculum,
c. Curriculum decision making, such as
   ... assessing and continuing to refine the PEGASUS-PACE materials for learners and teachers (Sequential Levels or Skills, Diagnostic Instruments, Teacher's Guides and Keys, etc.),
   ... developing instructional materials as well as Plans for Skill Development Activities,

Competencies closely associated with implementing PEGASUS-PACE are the following:

d. Skills related to classroom verbal interaction analysis,
e. Skills related to the observation and analysis of classroom cognitive behavior,
f. Engaging in video-taping and feedback sessions in a micro-teaching setting.

NOTE: LEA's near universities might be able to negotiate arrangements whereby staff development activities might be organized within the structure of a graduate course in education.

1.10.3. (continued)

Objective 3.4. (Stf. Dev. Process).
As a means of examining statistically the personalization of instruction aspect of the PEGASUS-PACE Adoption Model, the adoption management and staff will compare the extent of increased efficiency among adopting teacher groups functioning within various organizational arrangements (possibly Vegas, Comets, and Galaxies). Specifically they will examine the extent to which teachers' pre-post self-report data on Weekly PACE Reports indicate their having increased in assigning tasks to students on the basis of their diagnosed instructional needs as well as in engaging in one-to-one and small group instruction. Pre-post comparisons will have been made (Objective 3.2. above) between an early nine-weeks' and latter nine weeks' self-report data collected on the Weekly PACE Reports. (See Figure 5 in Section 1.10.2., above.)

Objective 3.5. (Stf. Dev. Process).
As a means of examining statistically the teacher attitude dimension of the PEGASUS-PACE Adoption Model, the project director and staff will examine the extent and course of attitude change toward several specified aspects of project implementation among adopting teacher groups functioning within various organizational arrangements (possibly Vegas, Comets, and Galaxies). Utilizing a projective technique, the assessment of attitudinal change will be based upon teachers' pre-post (September to May) responses on three semantic differential instruments focused upon the following three attitude objects:

a. Personalized Approach to Continuous Education --- the PEGASUS-PACE Program.
b. Your Present School Organization (Team Teaching, etc.),
c. Self-evaluation through Micro-Teaching.

NOTE: These three semantic differentials are available to PEGASUS-PACE adopters who might wish to utilize these instruments.

1.10.4. Community Involvement Component (Product and Process Objectives).

Objective 4.1. (Com. Inv. Product).
During each operational year at least 60% of each adopting school's enrollment will be represented by parent participation in at least two scheduled parent-teacher conferences. Principals' and teachers' records will be retained as documentation by means of which to determine the accomplishment of this objective.

Objective 4.2. (Com. Inv. Product).
Community Council involvement and interest will be demonstrated each operational year by their 60% attendance at the scheduled meetings. Minutes of the Community Council meetings will constitute the basic data for assessing the degree of involvement.

Objective 4.3. (Com. Inv. Process).
The principal of each adopting school will schedule and coordinate at least two parent-teacher conferences for each child enrolled. Each teacher will plan and initiate the reporting conferences, document their occurrence, and record any major particulars.

1.10.4. (continued)

Objective 4.4. (Com. Inv. Process).
The adopting management and the Community Council Chairman will plan and initiate at least three meetings of the Council each operational year. The project director's log will be the means through which any major particulars will be noted.

1.11. NARRATIVE DESCRIPTION OF PROGRAM

1.11.1. Rationale

Among the problems cited in the Alabama Title III needs assessment as requiring "immediate attention" was the need of children for "increased or accelerated performance levels in basic skills, including reading...." Other top priority items were children's need for "an educational program based on objectives developed in behavioral terms," "enhanced self concept," and "personalized instruction." Likewise the investigations made by four Tuscaloosa lay task forces under the sponsorship of the Chamber of Commerce Committee on Education revealed a major deficiency in children's reading achievement. A similar conclusion was drawn by the PEGASUS Ad Hoc community council composed of parents, teachers, supervisors, community service personnel, and University of Alabama personnel. Moreover, at the national level the Office of Education has identified the area of reading as one of the six "most critical educational problems common to all or several states." (See Title III, Section 306, Manual, pages viii-x.) Upon the basis of these national, state, and local assessments of reading as a critical problem area, therefore, it appears that the need addressed by Project: PEGASUS would have very high transportability.

The general purpose of Project: PEGASUS has been to attack this problem of reading deficiency by operating a personalized, process-oriented program of continuous learning which has been developed and

1.11.1. (continued)

implemented locally through the organizational arrangement of a differentiated staff. Concomitantly, a prototype of staff differentiation has been demonstrated, assessed, and refined.

The Instructional Component of the project comprises its major purpose: to help children increase or accelerate their reading achievement---or simply, to help them become better and more eager readers. All other project components and activities function in support of this major thrust. Installing and operating this component has required firm commitment to the concept of continuous progress in basic communicative and reading skills within the contest of a sequential, nongraded elementary school program.

This idea recognizes that children bring to school exceedingly diverse experiential backgrounds; that they come as unique individuals as well as within an individual, according to the type of learning task at hand. The reading curriculum should be so organized that each child can experience success as he progresses from level to level. Therefore he must be taught at a level compatible with his achievement and performance.

1.11.2. Inputs.

The facilities and space found in any typical elementary school would be adequate for the adoption of Project: PEGASUS functions. The Continuous Progress Reading Program for elementary students comprises their regular developmental reading program, and is keyed to the use of any basal series. Moreover, it is implemented by classroom teachers rather than special reading teachers.

1.11.2. (continued)

Spacing problems encountered in providing for small group and individual instruction can be solved with ingenuity in project schools. Although video taping equipment is desirable, it is by no means necessary. A cassette or reel-to-reel audio recorder is adequate, and the taping can take place in a regular classroom.

Most schools today have a systematic in-service training program. Preparation of the adopting staff perhaps can be done within this framework. It is possible that additional in-depth training through workshops, etc., may be needed for key personnel. Whether or not money would have to be spent for trainers would depend upon the personnel resources within the adopting school district.

1.11.3. PROCESS

The PEGASUS-PACE Program seeks to accelerate student's reading achievement by operating a personalized, process-oriented program of continuous learning which has been developed by practicing educators. The curriculum structure consists of performance objectives and corresponding diagnostic instruments within seventeen sequential reading levels, kindergarten through early junior high.

Teachers determine students' entry levels in reading by means of informal inventories and administer the appropriate PEGASUS-PACE Diagnostic Instrument to diagnose the skills in which instruction is needed. Learners are grouped and sub-grouped according to their established needs, and personalized instruction takes place on this basis. A variety of approaches to reading instruction are employed. Teachers conduct formative evaluation of specific skills and use a graphic chart to keep track of each student's mastery at a given level.

1.11.3. (continued)

The Diagnostic Instrument for each level contains a variety of tasks for the learner to perform to demonstrate his acquisition and mastery of the skills for that level. A Teacher's Guide and Key for each level provides specific directions to the teacher for administering the Diagnostic Instruments as well as helps in assessing mastery of each skill. Samples of these materials, as well as a Sub-grouping Chart and a Plan for a Skill Development Activity, follow as Figures 5-a through 5-g in this report.

Each performance objective is stated in terms that clearly describe the behavior which the learner should display to demonstrate his acquisition of that particular skill. Items of the Diagnostic Instrument are directly keyed to the Objectives and Check Sheet. For example, the learner's acquisition of Skill #3 on Level 6 is checked by his performance on Item #3 of the Diagnostic Instrument for Level 6. Directions for the administration of the items are numbered correspondingly on the Teacher's Key.

As a student masters the particular group of skills included in one level, he progresses to another. At level 4, for instance, a student must be able to demonstrate competency in performing 40 objectives which are organized in three skills areas: word analysis (basic vocabulary, phonetic analysis, structure analysis, word meaning and usage); comprehension (main idea, details, sequence and inference); and study skills (following directions, locating and organizing information, and oral and silent reading).

One of the most important contributions to the effectiveness of the PEGASUS-PACE approach is the development of a resource file of Plans for

Name Johnson, Bob

READING - Level 4 Date November 4, 1973

Objectives and Check Sheet

The Learner . . .

I. WORD ANALYSIS

A. Basic Vocabulary

___ 1. Given the vocabulary of the basal text being used, will correctly identify 95% of the words.

B. Phonetic Analysis

12-18-73 AS 2. Given words read aloud, will identify those words which contain long and short vowel sounds.

✓ 3. Given a list of words, will identify the rhyming words in the list.

✓ 4. Given guide words containing the phonograms: (ame, ight, ill, ine, orn, ound), will make new words by adding initial consonants.

12-4-73 A.S. 5. Given a list of words, some of which contain the consonant letter combinations kn and mb, will identify those words which contain silent consonants.

✓ 6. Given a written list of words containing the letter c, will identify the words in which the c represents the s and k sound.

7. Given a list of one syllable words containing the

✓ a. vowel combinations (ai, ay, ea, oa, ee) or a

✓ b. vowel followed by a consonant and a final e (vce),

will identify the long vowel sound heard in each word.

The Learner . . .

✓ 8. Given pictures of objects and the consonant blends (tr, sw, cl, sn, sk, gl, sp, sl,), will identify the blend heard at the beginning of each picture's name.

✓ 9. Given pictures of objects whose names contain the consonant digraphs (ch, sh, wh, th), will identify the digraph heard in the word.

C. Structural Analysis

✓ 10. Given incomplete sentences and a choice of words some of which have the endings s, ed, er, and ing added, will select the appropriate word to complete the meaning of the sentence.

12-12-73 A.S. 11. Given two lists of words, will form compound words using words from the lists.

12. Given contractions (you'll, it's, isn't, I'm, can't) and incomplete sentences will:

___ a. select the appropriate contractions to complete the meaning of the sentences.

___ b. write the two words which each contraction represents.

✓ 13. Given a list of nouns, some of which have been made plural by adding s and es, will identify those nouns in the plural form.

✓ 14. Given one and two syllable words read aloud, will indicate the number of syllables heard in the pronounced words.

Figure 6-a

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I. WORD ANALYSIS

A. Basic Vocabulary:
1. Administer vocabulary checks when and as suggested in the manual of the basic text being used. Additional sources for checking vocabulary such as Dolch, and Fry may be used.

B. Phonetic Analysis:
2. Listen as I say the words in each box. Listen particularly for the vowel sound. Put an X on the words that have a long vowel sound. Ring the words which have a short vowel sound. I will say the word two times. You may need to whisper it to yourself too. Let us start with Box A.

*This item checks the learner's ability to auditorially identify the long and short vowel sounds heard in words.

Example: may (X), bad (○)

Long- X Short- ○

Box A	Box B	Box C	Box D
way (X)	got	food (X)	eat (X)
Patty	pole (X)	legs	jump
hill	cut	pen	last
five (X)	sleep (X)	day (X)	see (X)

3. Say the first word in each box to yourself. Then say the other words. Ring the word in each column which rhymes with the first word.

go	good	day	last
run	bird	way	away
slow	horse	town	street
hop	could	stop	fast

*Phonic Generalization: Words which rhyme sound alike at the end.

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Figure 6-b

PEGASUS-PACE
Continuous Progress Reading Materials

Reading - Level 4
(Revised 6-28-74)
Diagnostic Instrument

NAME Bob Johnson
DATE November 4, 1973

1. No item.

2. Long-X Short-○

13/16

Example: may / bad

Box A	Box B	Box C	Box D
~~way~~	got	~~feed~~	~~eat~~
Patty	~~cattle~~	~~legs~~	jump
~~hill~~	cuf	pen	last
~~five~~	~~sleep~~	~~day~~	see

3.

4/4

go	good	day	last
run	bird	way	away
slow	horse	town	street
hop	could	stop	fast

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Figure 6-c

PERCENTAGE TABLE FOR DETERMINING MASTERY OF READING SKILLS

The following is used as a guide in determining the acceptable level of performance for mastery of each skill.

Fast Achievers	not less than 85%
Average Achievers	not less than 75%
Slow Achievers	not less than 60%

No. of Items	Fast Achiever 85%	Average Achiever 75%	Slow Achiever 60%
3	3/3	3/3	2/3
4	4/4	3/4	3/4
5	5/5	4/5	3/5
6	6/6	5/6	4/6
7	6/7	6/7	5/7
8	7/8	6/8	5/8
9	8/9	7/9	6/9
10	9/10	8/10	6/10
11	10/11	9/11	7/11
12	11/12	9/12	8/12
13	11/13	10/13	8/13
14	12/14	11/14	9/14
15	13/15	12/15	9/15
16	14/16	12/16	10/16
17	15/17	13/17	11/17
18	16/18	14/18	11/18
19	17/19	15/19	12/19
20	17/20	15/20	12/20
21	18/21	16/21	13/21
22	19/22	17/22	14/22
23	20/23	18/23	14/23
24	21/24	18/24	15/24

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Figure 6-d

Teacher Smith

School Edgewood Level 4 (Fast Achievers)

PEGASUS-PACE Materials
Sub-grouping Chart
(Revised 6-28-74)

	Johnson, Bob	Avery, Jane	Cox, Sue	Gray, Henry	Brown, Louise	Floyd, Ann	Goins, Ray		
I. WORD ANALYSIS									
Basic Vocabulary									
Phonetic Analysis	(2), (5)	3	(2)	(4), 7		7	9		
Structural Analysis	(11), 12	12			12	12	11, 13		
Context Clues									
Word Meaning and Usage	19	18, 19	(17)			(17), 19	16		
II. COMPREHENSION									
Main Idea					22		22		
Details	24		24		24, 25				
Sequence		26		26					
Inferential Reading	(30)		(30)	27		28, 29	(30)		
Critical Reading									
Literary Skills									
Appreciation									
III. STUDY SKILLS									
Following Directions				31					
Locating Information	34	(33)			34	34			
Organizing Information									
Recalling and Evaluating Info.									
Oral and Silent Reading									

SUB-GROUPING CHART

(Instrument used by project teachers in planning and prescribing learning activities for students. This chart also provides a graphic picture of each learner's progress toward mastery of the skills on a specific level.)

- Numbers in the column below each child's name indicate skills on Level 4 for which instruction is needed.
- ** Circled numbers indicate instruction has been given for that specific skill and mastery determined.

Figure 6-e

READING PROGRESS RECORD
(5-25-73)

School Year | Homeroom Teacher

Name Johnson, Bob | 1973-74 | A. Smith

School Edgewood

ESEA Title III, Section 306
Project: PEGASUS
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Informal Reading Inventory

Administered by A Smith

Date Sept. 3, 1973

Independent Level 2

Instruction Level 3

Frustration Level 4

Capacity Level

READING PROGRESS

Level	Date	Reading Teacher	Level	Date	Reading Teacher
3	9-5-73	A. Smith			
4	11-4-73	A. Smith			

Figure 6-f

PLAN FOR A SKILL DEVELOPMENT ACTIVITY

PEGASUS-PACE
Continuous Progress Reading Materials

READING LEVEL 4
YEARS IN SCHOOL (Check One):
Primary Middle Upper
Levels X ,Levels ___ ,Elem. ___

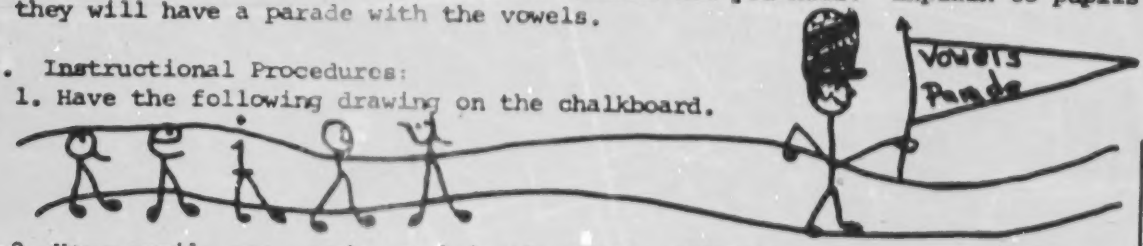
Skill No. B 2 Statement of Skill to be developed:
Given words read aloud, will identify those words which contain long and short vowel sounds.

Plan contributed by: TEACHER Gray CLUSTER Stafford DATE 3/19/73

I. Materials Needed:
Chalkboard, chalk, 2 sets of flash cards with the vowels printed on them, and a vowel banner made from a sheet of 12" x 24" construction paper cut into a triangular shape. The banner is attached to the top of a yardstick.

II. Introduction to Lesson (motivational techniques):
Talk with pupils about having a parade. Question them as follows: Have you ever seen a parade? What was in it? What sounds did you hear? Explain to pupils that they will have a parade with the vowels.

III. Instructional Procedures:
1. Have the following drawing on the chalkboard.



2. Have pupils name each vowel in the parade together.
3. Have pupils tell the sounds of each of the vowels together.
4. Then call on pupils to come up one at a time and name the first vowel "A", make the long sound and give a word that has a long vowel sound of "A" in it. Continue in this manner for all of the long sounds of the vowels. If the pupil guesses the sound and word correctly, he will get that vowel flash card pinned on him; if he misses he will have to wait his turn again. When the pupils get the flash card pinned on him, he will stand in line for the vowel parade.
5. Then call on pupils to come up and begin with vowel "A", giving the short sound and a word containing a short vowel sound. Follow the same procedures as done for the long vowel sound. (Be sure that each child has had a chance and is in the line for the parade).
6. When all pupils are in line, call out the word CAT and the first person to tell the vowel sound will get to carry the banner (VOWELS PARADE).
7. Begin the parade by having pupils march around in the room saying: A E I O U are vowels you see, they are as helpful as can be.

IV. Techniques Used to Evaluate the Learner's Acquisition of Skills:
Observation of pupils during participation in activity.

Reading Skill Level 4 No. B 2

Years in School (Check One): Primary X , Middle ___ , Upper ___

Figure 6-g

1.11.3. (continued)

Skill Development Activities, which are organized for the rapid, average and slower attaining student. The activities are being developed by project teachers in accordance with the diagnosed needs of the students.

1.11.4. Outcomes

Through participation in a reading program with a continuous progress organization such as PEGASUS-PACE, learners can experience success, which is so vital to their development of a positive self-concept. Concomitantly, the results of the learner's performance on these diagnostic tasks provide the teacher with specific and valid information for sub-grouping and prescribing appropriate learning activities. This is the basis for the instruction-formative evaluation cycle of the PEGASUS-PACE personalized program.

1.12. PROGRAM SCHEDULE

The PEGASUS-PACE Program comprises the developmental reading program within the daily schedule, as follows:

ESEA Title III, Section 306
Project: PEGASUS, #71-7464
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Miscellaneous Schedule Form

Cluster II Teachers
Daily Schedule

	Lewis (First)	Baker (Second)	Sledge (Third)	Browne (Third)	Hill (Fourth)
8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9:00	Reading Library (Fri)	Reading	Reading	Reading	Reading
10:00	Fruit, Play	P.E. Restroom	Supervised Play	Fruit Break Play Restroom	P.E. Restroom
11:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
11:30	Music, Art	Devotional	Music, Art	Devotional	Devotional Music
12:00	Lunch Restroom	Lunch Restroom, Story Music	Lunch Restroom	Lunch	Lunch Restroom, St. Poem
1:00	Math	Math	Math	Math	Math
2:00	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
2:30	Dismissal	Evaluation Dismissal	Dismissal	Dismissal	Evaluation Dismissal
3:00			Friday - Music 11:15 - 11:45	Friday - Music 11:30 - 12:00	
3:30					
4:00					

Figure 7

1.12. (continued)

ESEA Title III, Section 306
Project: PEGASUS, #71-7464
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Miscellaneous Schedule Form

Christy McLeod - Cluster II
Instructional Aide

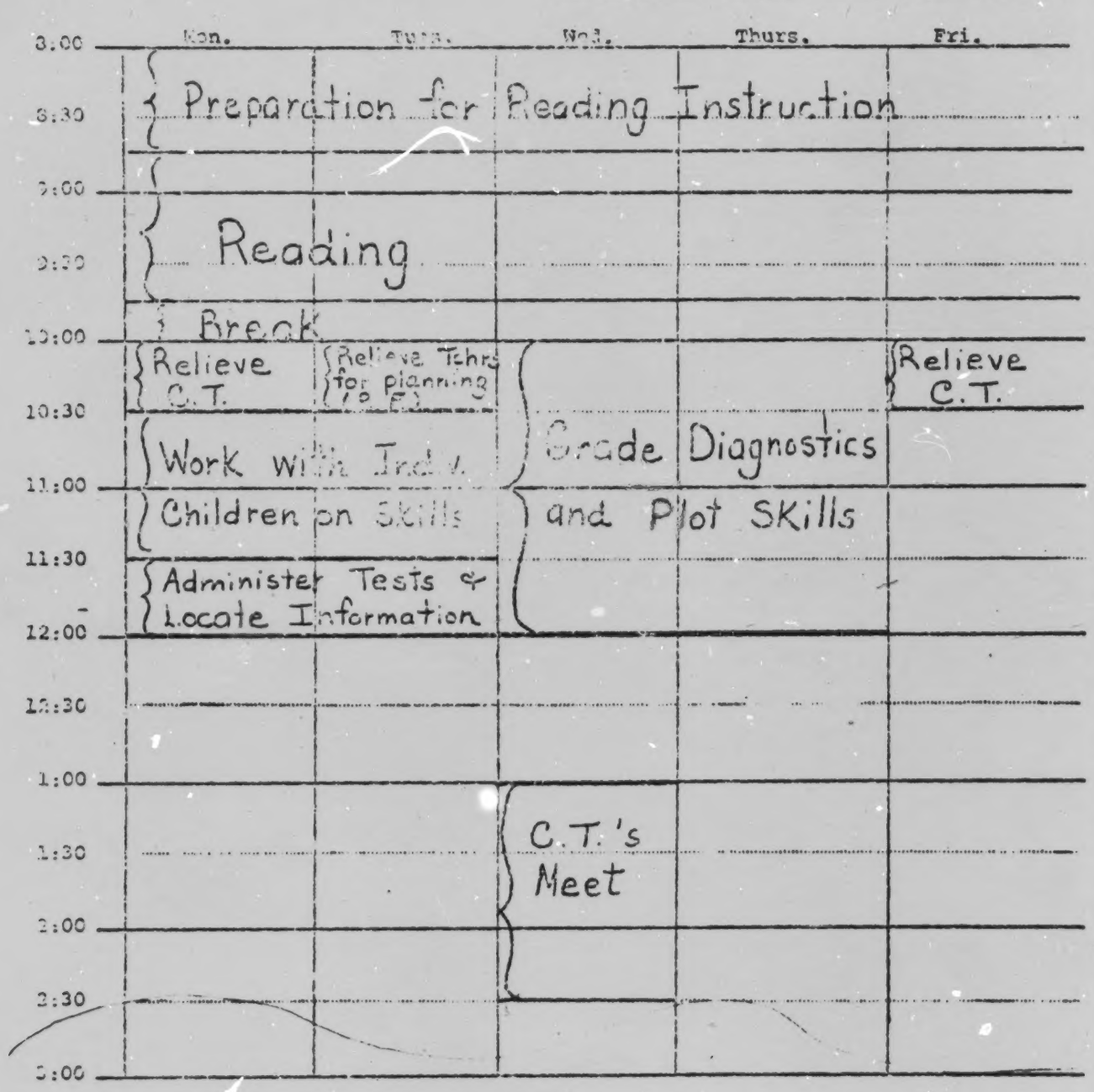


Figure 8

1.13. NARRATIVE DESCRIPTION OF SIGNIFICANT/MEANINGFUL OUTCOMES OF PROGRAM:

1.13.1. Expected, Learner-Based Intents (The Instructional Component).

A. Product Objectives A.2.a.(1). through A.2.a.(6).

Product Objectives for the Instructional Component are defined in terms of gains made by pupils from a pre-testing of the appropriate level of the Gates-MacGinitie Reading Test administered in September, 1973, to a post-testing of the same test (alternate form) administered in May, 1974. The pre-tests (Form 2) were administered September 10 through 14, 1972; and the post-tests (Form 1) were administered May 6 through 10, 1973. Thus a period of approximately 8 months instructional time elapsed between the initial and the post-testings.

Information relative to the attainment of these objectives for the first two operational years of the project comprises Tables 1 through 6, as follows:

Column 1 --- The Objective,

Column 2 --- The percentage of pupils expected to reach a designated achievement level,

Column 3 --- The percentage of pupils actually reaching the designated achievement level,

Column 4 --- Cumulative total of percentages,

Column 5 --- The number of pupils tested.

1.13.1. (continued)

TABLE 1

EXPECTED AND ACTUAL ACHIEVEMENT OF
PRIMARY TARGET CHILDREN, SCHOOL YEARS 1 AND 2
THIRD OPERATIONAL YEAR

(1)	(2) Expected Percentage	(3) Actual Percentage	(4) Cumulative Percentage Total	(5) Number
INSTRUCTIONAL PRODUCT				
Objective II-A.2.a.(1).				
At the end of each operational year (May) the performance by Primary Target Children of primary instructional reading levels on alternate forms of the appropriate (Primary A or Primary B) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows:				
a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level.	30	38.10	38.10	48
b. An additional 25% (or a total of 55% (either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level.	25 T-$\overline{55}$	15.08	53.18	19
c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.	20 T-$\overline{75}$	18.25	71.43	23
d. .... lesser gain.	25	28.57		36

1.13.1. (continued)

TABLE 2

EXPECTED AND ACTUAL ACHIEVEMENT OF
PRIMARY TARGET CHILDREN, SCHOOL YEARS 3 AND 4
THIRD OPERATIONAL YEAR

(1)	(2) Expected Percentage	(3) Actual Percentage	(4) Cumulative Percentage Total	(5) Number
INSTRUCTIONAL PRODUCT				
Objective II-A.2.a.(2).				
At the end of each operational year (May) the performance by Primary Target Children of intermediate instructional reading levels on alternate forms of the appropriate (Primary C or Survey D) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows:				
a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level.	30	40.63	40.63	52
b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level.	25 T-55	21.09	61.72	27
c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.	20 T-75	17.97	79.69	23
d. .... lesser gain.	25	20.31		26

1.13.1. (continued)

TABLE 3

EXPECTED AND ACTUAL ACHIEVEMENT OF
PRIMARY TARGET CHILDREN, SCHOOL YEARS 5 AND 6
THIRD OPERATIONAL YEAR

(1)	(2) Expected Percentage	(3) Actual Percentage	(4) Cumulative Percentage Total	(5) Number
INSTRUCTIONAL PRODUCT				
Objective II-A.2.a.(3).				
At the end of each operational year (May) the performance by Primary Target Children of upper elementary instructional reading levels on alternate forms of Survey D, Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows:				
a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level.	30	40.29	40.29	56
b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level.	25 T-$\overline{55}$	11.51	51.80	16
c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.	20 T-$\overline{75}$	23.02	74.82	32
d. .... lesser gain.	25	25.18		35

1.13.1. (continued)

Considering sub-objectives (a), (b), and (c) separately, there were a total of nine objectives for the Primary Target school. Student achievement of five of these nine objectives exceeded their pre-specified performance levels. The attainment of an additional objective fell short by only .12 of one percent. The remaining three objectives were missed by 1.82%, 3.2%, and 3.57% respectively. Thus all the objectives were either attained or very close to being met.

When results for all Primary Target School students were combined, and the objectives combined, all objectives were exceeded. For the total school, 39.69% of the children gained at least 1.8 years in grade placement or scored at least one year above grade level; 55.47% of the children gained at least 1.3 years in grade placement or scored one-half year above grade level; 75.32% of the children gained at least .8 year in grade placement or scored at or above grade level; and only 24.68% of the children made lesser gain. A striking aspect of these results is the exceptionally high percentage of children (39.69%) achieving a gain of at least 1.8 years or scoring at least one year above grade level.

1.13.1. (continued)

TABLE 4

EXPECTED AND ACTUAL ACHIEVEMENT OF
SATELLITE TARGET CHILDREN, SCHOOL YEARS 1 AND 2
THIRD OPERATIONAL YEAR

(1)	(2) Expected Percentage	(3) Actual Percentage	(4) Cumulative Percentage Total	(5) Number
INSTRUCTIONAL PRODUCT				
Objective II-A.2.a.(4).				
At the end of each operational year (May) the performance by Satellite Target Children of primary instructional reading levels on alternate forms of the appropriate (Primary A or Primary B) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows:				
a. 25% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level.	25	16.67	16.67	4
b. An additional 25% (or a total of 50%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level.	25 T-$\overline{50}$	0.00	16.67	0
c. An additional 20% (or a total of 70%) either will have gained at least .8 year in grade placement or will score at or above their grade level.	20 T-$\overline{70}$	25.00	41.67	6
d. .... lesser gain.	30	58.33		14

1.13.1. (continued)

TABLE 5

EXPECTED AND ACTUAL ACHIEVEMENT OF
SATELLITE TARGET CHILDREN, SCHOOL YEARS 3 AND 4
THIRD OPERATIONAL YEAR

(1)	(2) Expected Percentage	(3) Actual Percentage	(4) Cumulative Percentage Total	(5) Number
INSTRUCTIONAL PRODUCT Objective II-A.2.a.(5). At the end of each operational year (May) the performance by Satellite Target Children of intermediate instructional reading levels on alternate forms of the appropriate (Primary C or Survey D) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows:				
a. 25% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level.	25	27.84	27.84	27
b. An additional 25% (or a total of 50%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level.	25 T-$\overline{50}$	11.34	39.18	11
c. An additional 20% (or a total of 70%) either will have gained at least .8 year in grade placement or will score at or above their grade level.	20 T-$\overline{70}$	23.71	62.89	23
d. .... lesser gain.	30	37.11		36

1.13.1. (continued)

TABLE 6

EXPECTED AND ACTUAL ACHIEVEMENT OF
SATELLITE TARGET CHILDREN, SCHOOL YEARS 5 AND 6
THIRD OPERATIONAL YEAR

(1)	(2) Expected Percentage	(3) Actual Percentage	(4) Cumulative Percentage Total	(5) Number
INSTRUCTIONAL PRODUCT				
Objective II--A.2.a.(6).				
At the end of each operational year (May) the performance Satellite Target Children of upper elementary instructional reading levels on alternate forms of Survey D, Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows:				
a. 25% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level.	25	41.74	41.74	48
b. An additional 25% (or a total of 50%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level.	25 T-$\overline{50}$	8.70	50.44	10
c. An additional 20% (or a total of 70%) either will have gained at least .8 year in grade placement or will score at or above their grade level.	20 T-$\overline{70}$	11.30	61.74	13
d. .... lesser gain.	30	38.26		44

1.13.1. (continued)

An examination of the data for Satellite Schools (Tables 4,5, and 6) reveals that only three of the nine sub-objectives were met. Two of these, the (a) and (b) portions of Objective A.2.a.(6)., were achieved by the sixth year pupils, all of whom were in the Skyland school. This group, however, lacked 8.26% reaching the (c) portion of the objective. All pupils in this group were in their first year in the project, and two of the three project teachers at Skyland were also in their first year in the project. In addition, there were two other teachers of sixth year pupils at Skyland, and reading groups were changed among all five teachers during the year. Therefore, some of the pupils included in project evaluation did not have reading instruction under project teachers for the whole year.

The Final Evaluation Report for FY73 pointed out the drastic population change at Stafford School, resulting in an enrollment with an excessively large percentage of disadvantaged children. These same conditions prevailed for the FY74 school year. At Alberta School this year, third and fourth year pupils with average and above average IQ's were eliminated from PEGASUS participation by the identification of their achievement potential and consequent selection for the Title I reading program. This procedure left a high proportion of low ability pupils in the reading groups of the Alberta project teachers.

Another important consideration is the difference in human and material resources which might be needed by low-achieving or disadvantaged students. Research has shown that additional resources are needed for students with below average ability. Thus far in this

1.13.1. (continued)

project no way of helping the disadvantaged without those additional resources has been found.

Throughout the course of Project: PEGASUS the staff recognized the need for a more sophisticated method of evaluating student progress in terms of student ability. During FY74 the doctoral study of the PEGASUS Curriculum/Evaluation Associate was directed toward investigating a method for predicting estimated gain in elementary reading achievement scores based upon IQ scores as well as reading achievement pretest scores.

The results of this graduate study substantiated the development of the Expectancy Chart (page 12) for all elementary students. (Documentation is on file in the Project office.) The high achievement level attained each year of the project at the Primary Target School attests the strength of the intensive three years of work which has been carried out by project personnel in that school.

Another way of looking at the reading achievement of children in Project: PEGASUS is in terms of the number of children scoring above the normative median on the Gates-MacGinitie Reading Tests. Table 7 presents this information for the Primary Target School and Table 8 gives the data for the Satellite Schools. At the Primary Target School over half of the first, second, third, and fifth year pupils were above the normative median on both vocabulary and comprehension. It is quite significant that over 70 percent of the third year pupils scored above the median. These pupils are the only ones who have been in the project for three years and whose reading instruction began with the use of the

1.13.1. (continued)

project's Continuous Progress reading materials. The PEGASUS program had not been available for older students during their earlier year(s) of school. This may be strong evidence of the importance of beginning a pupil's reading instruction with the methods and materials employed in the project.

As is shown in Table 8, at the Satellite schools only pupils in their sixth year of school had 50% or more of their group scoring at or above the normative median. Possible reasons for the low achievement of these groups have already been discussed.

1.13.1. (continued)

TABLE 7

PERCENTAGE OF PUPILS ABOVE NORMATIVE MEDIAN IN PRIMARY TARGET SCHOOL
THIRD OPERATIONAL YEAR

Year in School	Test	Median Grade Equivalent	Number of Pupils	At or Above Median	
				Number	Percent
1st	Vocabulary	2.1	70	41	58.6
1st	Comprehension	1.9	70	39	55.7
2nd	Vocabulary	2.9	66	38	57.8
2nd	Comprehension	3.1	66	34	51.5
3rd	Vocabulary	3.9	63	47	74.6
3rd	Comprehension	3.9	63	45	71.4
4th	Vocabulary	4.8	72	43	59.7
4th	Comprehension	4.8	72	32	44.4
5th	Vocabulary	5.8	72	40	55.6
5th	Comprehension	5.8	72	42	58.3
6th	Vocabulary	6.8	77	30	39.0
6th	Comprehension	6.8	77	37	48.0

1.13.1. (continued)

TABLE 8

PERCENTAGE OF PUPILS ABOVE NORMATIVE MEDIAN IN SATELLITE SCHOOLS
THIRD OPERATIONAL YEAR

Year in School	Test	Median Grade Equivalent	Number of Pupils	At or Above Median	
				Number	Percent
2nd	Vocabulary	2.9	26	6	23.1
2nd	Comprehension	3.1	26	4	15.4
3rd	Vocabulary	3.9	57	23	40.4
3rd	Comprehension	3.9	57	22	38.6
4th	Vocabulary	4.8	56	18	32.1
4th	Comprehension	4.8	56	13	23.2
6th	Vocabulary	6.8	124	62	50.0
6th	Comprehension	6.8	124	68	54.8

1.13.1. (continued)

An additional type of data has been derived from the record of children's progress through instructional levels in reading, based upon the continuous progress curriculum materials developed locally. These are organized into sixteen reading levels*, with the first five of them (readiness through Level 4) associated with children's first school year. Subsequently, the materials are organized with two levels roughly corresponding to the reading instruction for one year. Level 15 is an enrichment level.

The reading materials* for each level include:

1. Objectives stated in terms of behavioral goals,
2. Diagnostic Instrument to measure the attainment of each objective,
3. Teacher's Key which includes directions for administering the Diagnostic Instrument,
4. Resource Materials.

Tables 9 and 10 summarize the number of reading levels through which Primary Target and Satellite Target children have progressed during the third operational year. Children's individual rates of progress varied greatly as shown in these tables. Although some children completed fewer than two levels, most of them progressed at least two or more and hence advanced more than one year in reading.

As shown in Table 9, only at fifth grade level at the Primary Target School did more than half of the group progress only one level. One reason for this is that many of the pupils who were in their

*In August, 1974, the revised edition, consisting of seventeen levels (Readiness through early junior high skills) was published. Answer sheets for Diagnostic Instruments were prepared for Levels 9-16.

1.13.1. (continued)

TABLE 9

SUMMARY OF READING LEVELS PROGRESSED IN PRIMARY TARGET SCHOOL
THIRD OPERATIONAL YEAR

Year in School	Number of Levels Progressed									
	One		Two		Three		Four		Five or more	
	N	%	N	%	N	%	N	%	N	%
1st*	0	0.0	13	22.8	1	1.8	37	64.9	6**	10.5
2nd	20	37.7	9	17.0	17	32.1	5	9.4	2	3.8
3rd	22	37.9	22	37.9	11	19.0	3	5.2	0	0.0
4th	19	27.1	43	61.4	7	10.0	1	1.4	0	0.0
5th	51	79.7	9	14.1	4	6.3	0	0.0	0	0.0
6th	28	37.9	44	59.5	2	2.7	0	0.0	0	0.0

* There are five levels for the first year of school and only 2 levels for each succeeding year.

** Two students progressed 9 levels; the other four progressed 6 levels.

TABLE 10

SUMMARY OF READING LEVELS PROGRESSED IN SATELLITE SCHOOLS
THIRD OPERATIONAL YEAR

Year in School	Number of Levels Progressed									
	One		Two		Three		Four		Five	
	N	%	N	%	N	%	N	%	N	%
2nd	2	8.3	16	66.7	4	16.7	2	8.3	0	0.0
3rd	24	43.6	29	52.7	2	3.6	0	0.0	0	0.0
4th	38	70.4	12	22.2	4	7.4	0	0.0	0	0.0
6th	60	49.6	42	34.7	18	14.9	1	0.8	0	0.0

1.13.1. (continued)

fifth year in school had already reached level 14 or level 15, the two top levels in the curriculum materials. Logically, these pupils could not progress more than one level. Pupils who began the year in level 15 were given credit for progressing one level, even though they could not move to a higher numbered level. Primary Target School Permanent Record Sheets show that 18 of 62 or 29 percent of the fifth year pupils began the year on level 14 or level 15, whereas 11 of 74, or 15 percent of the sixth year pupils began the year on level 14 or level 15.

Table 10 shows progress through the levels was also considerably less at the Satellite Schools. Only three pupils progressed through as many as four levels, and none as many as five levels.

1.13.2. EXPECTED, NON-LEARNER-BASED INTENTS

1.13.2.1. Instructional Process Objectives

The measurement of student achievement in a program that utilizes staff differentiation and personalization of instruction has limited value unless the reader knows what is meant by "staff differentiation" and "personalization of instruction." The Process Objectives of the Instructional Component of PEGASUS detail the processes included in the PEGASUS version of "personalized instruction" through a differentiated staff. Specifically the processes include:

1. Developing and selecting instructional materials and learning activities, A.2.b.(1).,*
2. An initial determination of students' entry reading levels and diagnosis of specific instructional needs, A.2.b.(2).,
3. Conducting formative evaluation procedures, including:
   a. The administration of the appropriate levels of the Diagnostic Instrument and recording the results of same, A.2.b.(3).(a).,
   b. Grouping and sub-grouping children for learning experiences, A.2.b.(3).(b).,
   c. Determining methods and prescribing materials (instructional planning for a particular child or group), A.2.b.(3).(c).,

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*Following each Objective the identifying number is indicated for the Objective as listed in the Evaluation Design, 9-12-73 revision.

1.13.2.1. (continued)

d. Checking for mastery of objectives, A.2.b.(3).(3).,

e. Providing feedback on the student's performance to himself and his parents, A.2.b.(3).(e).,

f. Revising grouping and prescribing on the basis of feedback information, A.2.b.(3).(f).,

4. Conducting the instructional activities which have been prescribed for individual children and for groups, A.2.b.(4).

Achievement of project process objectives is documented through Weekly Progress Reports (same as Weekly PACE Reports, Figures 5-a and 5-b. pages 18-21); Planning Session Records (Figure 9, which follows); Individual Reading Progress Records (Figure 6-f, page 33 above); Teachers' Charts for Sub-grouping (Figure 6-e, page 32 above); and Plans for Skill Development Activities (Figure 6-g, page 34 above).

The Weekly Progress Reports of the 56 PEGASUS differentiated staff participants (co-ordinating teachers, teachers, associate teachers, student teachers, and instructional aides) were analyzed in order to make a distribution of reading class time expended in each of the twelve activities included in the report. An additional thirteenth category labeled "ENCROACHMENTS UPON READING CLASS TIME," was included in order to assess the extent of interruptions to scheduled reading instruction.

The accuracy of teachers' responses on the Weekly Progress Report (a "self-report" instrument) was verified in December, 1972, by the systematic observation of a random sample of project instructional personnel. Analysis of variance of the systematic observation data

ESEA Title III
Projects: PEGASUS-PACE-TRIAD
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

Planning Session Record
(Revised 9-24-74)

Conference☐ with
Telephone☐ _____
Individual or Group

Date_____ 197___

Reporting Personnel_____

Re: Project_____

Specific Activity_____

Activity, Problem, Opportunity, etc.	Discussion, including constraints	Decision, Action to be Taken, Target Date, Responsible Person(s)	Follow-up on Accomplishment

Figure 9

PLANNING SESSION RECORD

1.13.2.1. (continued)

and the "self-report" data available up to that time revealed no significant differences between the observations and the teachers' self-reports on any of the thirteen activities. (See the Application for Continuation Grant, February 15, 1973, Section II, Interim Evaluation Report, Table 1, pages 11-15.)

The Weekly Progress Report underwent further revision in October, 1973. The portion of the report pertaining to the arrangement of children for reading instruction was revised extensively in order to make it possible for teachers to reflect more adequately what they are actually doing when they teach reading. Teachers began using the new form at the beginning of November, 1973. Each week the forms were checked for internal consistency. Those teachers whose reports indicated any lack of understanding were given personal help in using the instrument.

Several computer programs were used to analyze teachers' self-report data from the Weekly Progress Report forms. The Analysis of Variance technique was utilized to compare the percentages of time reported by various groups for the 13 instructional activities (objectives A.2.b.(2).(a). through A.2.b.(4).(c). and "Encroachments upon Reading Class Time"). Fisher ratios were calculated on comparisons between or among the following data distributions: the Primary Target School with the Satellite Schools; the clusters within the Primary Target School; the individual schools that make up the Satellite Schools; the five differentiated staff categories within the Primary Target School; and the five differentiated staff categories within the satellite Micro-staffs.

1.13.2.1 (continued)

Tables 11 through 15 present the results of the comparisons on instructional activities. On the first table, each of the thirteen reading instructional activities are given a brief descriptive label, but on the succeeding tables they are simply numbered.

1.13.2.1. (continued)

Table 11

Mean Percentage, Standard Deviation, and F-ratio on Objectives for Northington and Satellite Schools

Instructional Activity	Project Objective		Mean	SD	F
1. Administer informal inventories	A.2.b.(2).(a).	Northington	0.0	0.2	0.78
		Satellites	0.1	0.2	
2. Administer initial diagnostics	A.2.b.(2).(b).	Northington	0.5	1.0	4.15*
		Satellites	1.9	4.0	
3. Administer formative diagnostics	A.2.b.(3).(a).	Northington	1.2	1.7	1.67
		Satellites	2.3	4.8	
4. Group and sub-group children	A.2.b.(3).(b).	Northington	2.4	4.0	2.61
		Satellites	0.8	2.0	
5. Prescribe methods and materials	A.2.b.(3).(c).	Northington	4.5	9.4	1.18
		Satellites	2.0	3.4	
6. Check for mastery of materials	A.2.b.(3).(d).	Northington	7.1	6.4	1.89
		Satellites	9.6	5.7	
7. Provide feedback to individual children	A.2.b.(3).(e).i.	Northington	2.9	3.0	0.01
		Satellites	2.8	2.8	
8. Provide feedback to children in groups	A.2.b.(3).(e).ii.	Northington	5.4	9.0	0.11
		Satellites	6.2	5.6	
9. Regroup and prescribe based on evaluation	A.2.b.(3).(f).	Northington	1.0	1.7	0.06
		Satellites	0.9	1.6	
10. Conduct instructional activities with total group	A.2.b.(4).(a).	Northington	33.6	14.9	7.43**
		Satellites	46.2	18.9	
11. Conduct instructional activities with sub-groups	A.2.b.(4).(b).	Northington	31.7	14.7	4.19*
		Satellites	22.6	16.9	
12. Conduct instructional activities with individual	A.2.b.(4).(c).	Northington	9.9	12.3	7.09**
		Satellites	2.0	2.8	
13. Encroachments on reading class		Northington	1.2	1.6	3.25
		Satellites	2.4	3.5	

*p < .05 (df=1,54) Overall F-ratio 2.31, P=0.02

**p < .01

1.13.2.1. (continued)

Table 12

Mean Percentage, Standard Deviation, and F-ratio for Objectives by Cluster at Northington

Instructional Activity	Project Objective		Mean	SD	F
1.	A.2.b.(2).(a).	Cluster I	0.1	0.4	1.09
		Cluster II	0.0	0.0	
		Cluster III	0.0	0.0	
2.	A.2.b.(2).(b).	Cluster I	0.3	0.5	0.51
		Cluster II	0.5	0.9	
		Cluster III	0.7	1.5	
3.	A.2.b.(3).(a).	Cluster I	1.3	1.4	0.05
		Cluster II	1.3	2.2	
		Cluster III	1.1	1.3	
4.	A.2.b.(3).(b).	Cluster I	2.0	3.9	0.10
		Cluster II	2.7	2.2	
		Cluster III	2.5	5.4	
5.	A.2.b.(3).(c).	Cluster I	6.3	12.1	0.47
		Cluster II	2.6	2.8	
		Cluster III	4.6	11.1	
6.	A.2.b.(3).(d).	Cluster I	10.8	8.5	3.70*
		Cluster II	6.4	4.5	
		Cluster III	4.4	4.2	
7.	A.2.b.(3).(e).i.	Cluster I	4.1	3.8	2.56
		Cluster II	1.5	1.4	
		Cluster III	3.1	2.9	
8.	A.2.b.(3).(e).ii.	Cluster I	9.2	15.0	1.64
		Cluster II	3.6	3.2	
		Cluster III	3.6	2.9	
9.	A.2.b.(3).(f).	Cluster I	1.3	2.3	0.34
		Cluster II	0.8	1.3	
		Cluster III	0.8	1.4	
10.	A.2.b.(4).(a).	Cluster I	39.8	17.9	2.44
		Cluster II	34.3	8.1	
		Cluster III	27.2	15.4	
11.	A.2.b.(4).(b).	Cluster I	22.5	12.0	4.60*
		Cluster II	38.7	10.6	
		Cluster III	33.1	16.8	

1.13.2.1. (continued)

Table 12 (Continued)

Instructional Activity	Project Objective		Mean	SD	F
12.	A.2.b.(4).(c).	Cluster I	5.8	5.2	3.60*
		Cluster II	6.8	7.8	
		Cluster III	16.9	17.4	
13.	Encroachments	Cluster I	0.9	1.1	2.92
		Cluster II	0.6	1.7	
		Cluster III	2.0	1.7	

*p <.05 (df=2,35) Overall F-ratio 1.33, P=0.195

1.13.2.1. (continued)

Table 13

Mean Percentage, Standard Deviation, and F-ratio for Objectives by Schools in Satellite Schools

Instructional Activity	Project Objective	Satellite School	Mean	SD	F
1.	A.2.b.(2).(a).	Alberta	0.0	0.0	1.15
		Skyland	0.2	0.3	
		Stafford	0.1	0.2	
2.	A.2.b.(2).(b).	Alberta	4.5	5.7	2.84
		Skyland	0.5	0.9	
		Stafford	0.2	0.4	
3.	A.2.b.(3).(a).	Alberta	4.6	7.3	1.34
		Skyland	1.7	1.9	
		Stafford	0.6	1.3	
4.	A.2.b.(3).(b).	Alberta	0.0	0.1	0.85
		Skyland	1.5	2.0	
		Stafford	1.2	2.8	
5.	A.2.b.(3).(c).	Alberta	2.3	2.8	0.07
		Skyland	1.5	2.6	
		Stafford	1.8	4.3	
6.	A.2.b.(3).(d).	Alberta	10.1	6.9	0.10
		Skyland	10.1	10.1	
		Stafford	8.9	2.6	
7.	A.2.b.(3).(e).i.	Alberta	1.1	1.2	2.65
		Skyland	3.3	2.0	
		Stafford	4.1	3.4	
8.	A.2.b.(3).(e).ii.	Alberta	3.6	4.4	1.31
		Skyland	6.7	3.9	
		Stafford	8.2	6.6	
9.	A.2.b.(3).(f).	Alberta	0.4	0.5	0.64
		Skyland	0.7	0.6	
		Stafford	1.3	2.4	
10.	A.2.b.(4).(a).	Alberta	40.2	16.4	5.59*
		Skyland	27.2	8.2	
		Stafford	58.7	15.7	
11.	A.2.b.(4).(b).	Alberta	30.1	19.4	6.99*
		Skyland	38.1	5.4	
		Stafford	10.3	5.2	

1.13.2.1. (continued)

Table 13 (Continued)

Instructional Activity	Project Objective	Satellite School	Mean	SD	F
12.	A.2.b.(4).(c).	Alberta	1.5	1.5	8.97**
		Skyland	6.5	4.5	
		Stafford	0.8	1.0	
13.	Encroachments	Alberta	1.0	1.6	1.08
		Skyland	2.5	0.5	
		Stafford	3.6	4.9	

*p < .05 (df=2,15) Overall F-ratio 3.78, P=0.052
**p < .01

1.13.2.1. (continued)

Table 14

Mean Percentage, Standard Deviation, and F-ratio for Objectives by Role at Northington

Instructional Activity	Project Objective		Mean	SD	F
1.	A.2.b.(2).(a).	Coordinating Teacher	0.0	0.0	2.46
		Teacher	0.0	0.0	
		Associate Teacher	0.3	0.6	
		Student Teacher	0.0	0.0	
		Instructional Aide	0.0	0.0	
2.	A.2.b.(2).(b).	Coordinating Teacher	0.3	0.4	0.19
		Teacher	0.4	0.9	
		Associate Teacher	0.7	0.9	
		Student Teacher	0.4	1.2	
		Instructional Aide	0.8	1.1	
3.	A.2.b.(3).(a).	Coordinating Teacher	2.2	2.0	1.42
		Teacher	1.7	1.3	
		Associate Teacher	0.6	1.0	
		Student Teacher	0.7	1.8	
		Instructional Aide	2.1	1.7	
4.	A.2.b.(3).(b).	Coordinating Teacher	0.2	0.3	1.85
		Teacher	0.8	1.2	
		Associate Teacher	0.9	1.9	
		Student Teacher	4.2	5.3	
		Instructional Aide	1.7	1.5	
5.	A.2.b.(3).(c).	Coordinating Teacher	0.1	0.2	2.08
		Teacher	1.2	1.9	
		Associate Teacher	0.8	0.9	
		Student Teacher	9.1	12.7	
		Instructional Aide	0.2	0.4	
6.	A.2.b.(3).(d).	Coordinating Teacher	3.7	3.5	2.98*
		Teacher	3.6	3.6	
		Associate Teacher	2.5	2.2	
		Student Teacher	10.0	7.3	
		Instructional Aide	9.5	5.7	
7.	A.2.b.(3).(e).i.	Coordinating Teacher	2.5	0.8	0.42
		Teacher	3.6	3.9	
		Associate Teacher	1.5	0.6	
		Student Teacher	3.1	3.2	
		Instructional Aide	2.2	2.2	
8.	A.2.b.(3).(e).ii.	Coordinating Teacher	3.9	2.5	0.56
		Teacher	9.3	17.3	
		Associate Teacher	2.9	2.7	
		Student Teacher	4.3	4.2	
		Instructional Aide	4.8	4.2	

1.13.2.1. (continued)

Table 14 (Continued)

Instructional Activity	Project Objective		Mean	SD	F
9.	A.2.b.(3).(f).	Coordinating Teacher	0.1	0.2	0.78
		Teacher	1.1	1.4	
		Associate Teacher	0.2	0.3	
		Student Teacher	1.4	2.2	
		Instructional Aide	0.5	0.9	
10.	A.2.b.(4).(a).	Coordinating Teacher	30.0	11.7	0.29
		Teacher	30.3	13.5	
		Associate Teacher	38.3	13.0	
		Student Teacher	33.8	18.1	
		Instructional Aide	37.0	10.3	
11.	A.2.b.(4).(b).	Coordinating Teacher	35.5	6.0	1.38
		Teacher	34.8	16.8	
		Associate Teacher	42.5	4.3	
		Student Teacher	26.1	16.4	
		Instructional Aide	33.9	6.5	
12.	A.2.b.(4).(c).	Coordinating Teacher	20.1	18.7	1.93
		Teacher	16.7	18.3	
		Associate Teacher	8.1	7.2	
		Student Teacher	5.9	7.7	
		Instructional Aide	6.5	4.6	
13.	Encroachments	Coordinating Teacher	1.2	2.2	0.82
		Teacher	2.0	1.6	
		Associate Teacher	0.8	1.5	
		Student Teacher	0.9	1.7	
		Instructional Aide	0.7	1.2	

*p .05 (df=4,33) Overall F-ratio 0.89, P=0.677

1.13.2.1. (continued)

Table 15

Mean Percentage, Standard Deviation, and F-ratio for Objectives by Role at Satellite Schools

Instructional Activity	Project Objective		Mean	SD	F
1.	A.2.b.(2).(a).	Lead Teacher	0.3	0.3	2.84
		Teacher	0.0	0.0	
		Associate Teacher	0.2	0.3	
		Student Teacher	0.0	0.0	
		Instructional Aide	0.0	0.0	
2.	A.2.b.(2).(b).	Lead Teacher	0.8	0.6	0.82
		Teacher	3.8	6.5	
		Associate Teacher	0.3	0.6	
		Student Teacher	0.0	0.0	
		Instructional Aide	3.9	5.8	
3	A.2.b.(3).(a).	Lead Teacher	2.0	1.3	1.18
		Teacher	0.2	0.3	
		Associate Teacher	1.9	1.8	
		Student Teacher	0,0	0.0	
		Instructional Aide	6.0	8.4	
4.	A.2.b.(3).(b).	Lead Teacher	0.0	0.0	4.57*
		Teacher	0.1	0.2	
		Associate Teacher	4.2	3.7	
		Student Teacher	0.4	0.8	
		Instructional Aide	0.1	0.1	
5.	A.2.b.(3).(c).	Lead Teacher	0.0	0.0	1.65
		Teacher	1.7	1.0	
		Associate Teacher	5.7	6.3	
		Student Teacher	0.3	0.5	
		Instructional Aide	2.5	3.4	
6.	A.2.b.(3).(d).	Lead Teacher	11.6	8.6	0.97
		Teacher	5.5	3.2	
		Associate Teacher	7.0	4.8	
		Student Teacher	9.4	2.8	
		Instructional Aide	12.5	6.7	
7.	A.2.b.(3).(e).i.	Lead Teacher	5.2	2.9	2.03
		Teacher	1.3	1.2	
		Associate Teacher	2.9	1.9	
		Student Teacher	4.3	4.2	
		Instructional Aide	0.9	1.0	

1.13.2.1. (continued)

Table 15 (Continued)

Instructional Activity	Project Objective		Mean	SD	F
8.	A.2.b.(3).(e).ii.	Lead Teacher	7.9	4.3	0.40
		Teacher	6.8	4.8	
		Associate Teacher	5.6	2.1	
		Student Teacher	8.0	9.1	
		Instructional Aide	3.6	5.8	
9.	A.2.b.(3).(f).	Lead Teacher	0.1	0.1	2.07
		Teacher	1.1	1.5	
		Associate Teacher	3.0	3.3	
		Student Teacher	0.3	0.5	
		Instructional Aide	0.4	0.6	
10.	A.2.b.(4).(a).	Lead Teacher	38.2	22.7	2.03
		Teacher	43.2	16.5	
		Associate Teacher	29.9	4.4	
		Student Teacher	64.1	13.0	
		Instructional Aide	48.5	20.1	
11.	A.2.b.(4).(b).	Lead Teacher	29.4	18.3	1.35
		Teacher	30.0	21.8	
		Associate Teacher	32.3	13.0	
		Student Teacher	8.6	6.0	
		Instructional Aide	19.6	18.4	
12.	A.2.b.(4).(c).	Lead Teacher	2.2	1.3	2.97
		Teacher	2.7	1.5	
		Associate Teacher	5.7	5.3	
		Student Teacher	0.6	1.3	
		Instructional Aide	0.4	0.5	
13.	Encroachments	Lead Teacher	2.3	1.3	0.42
		Teacher	3.1	4.5	
		Associate Teacher	1.8	1.6	
		Student Teacher	4.1	6.3	
		Instructional Aide	1.0	1.9	

*$p < .05$ (df=4,13) Overall F-ratio 1.32, P=0.391

Table 11, which compares the Primary Target School data with that of the Satellite Schools, is the only one of the first five tables which shows a statistically significant overall F-ratio. The major differences indicated on this chart relate to conducting instructional activities with the total group, with sub-groups, and with individual children. The instructional personnel at the Primary Target School spent less time instructing total groups and more time instructing sub-groups and individuals than did the Micro-staff personnel in the Satellite Schools. Differences in school faculties and facilities could easily account for the differences reflected in this Table.

In Tables 12 through 15 there were no significant overall F-ratios. Tables 13, however, showed an overall F-ratio that was almost significant, indicating that the significant F-ratios within the Table should be given serious consideration. These indicated a significant difference in the percentage of instructional time devoted to total group, sub-groups and individuals in the three different Satellite Schools. The instructional personnel at Skyland spend considerably less time with total groups and more time with sub-groups and individuals than did the instructional personnel at Alberta or Stafford.

Tables 12, 14, and 15 did not have any F-ratios within the Tables that were significant at the .01 level, and only 5 out of a possible 39 that were significant at the .05 level. All of this indicates a high degree of conformity in reading instructional procedures among project participants throughout the third operational year.

1.13.2.1. (continued)

The information in Tables 11-15 indicates that each of the process objectives of the Instructional Component of the project has received attention. It also provides one indication of the degree of personalization of instruction which is taking place. A comparison of this information with that contained in the Final Report for FY73 shows an increased amount of time being spent with small group and individual instruction, and less time with total group instruction.

Another indication of the degree of personalization of instruction is the fact that much of the activity involved in these process objectives (Instructional Activities 1 through 9 on these tables) is specifically designed to diagnose a child's particular reading instructional needs and to prescribe methods and materials on this basis. These activities combined take about 25 percent of the reading instructional time at the Primary Target School and at the Satellite Schools. The time spent in large group instruction generally would not be considered as contributing toward personalization of instruction. To the extent that each pupil is receiving instruction in a skill he needs, however, to that extent his personal needs are being met, and this is a personalization of instruction for him. In addition, classroom observation during periods of large group instruction will reveal that at least a part of that time is spent in responding to an individual's inquiry or in helping a student with a particular problem. Therefore, the majority of the reading instructional activities in Project: PEGASUS are contributing in part or in full toward "personalization of instruction."

1.13.2.1 (continued)

In the second part of the analysis of the Weekly Progress Report data, the Cattell Index of Pattern Similarity was used to test for differences in the average "patterns" (or profiles) of arrangement employed by teachers in different groups. Profile comparisons were made between or among the following distributions: the Primary Target School with the Satellite Schools; the clusters within the Primary Target School; the individual schools making up the Satellite Schools; the five differentiated staff categories within the satellite Micro-staffs.

Tables 16 through 20 reveal considerable differences among the various profiles. Any coefficient with a probability of .05 or less for any groups compared indicates that there is a statistically significant difference in the profiles of those two groups. Of the 27 comparisons made, 23 showed a statistically significant difference and the other four were not significant. All this indicates a healthy degree of flexibility in the organizational patterning for reading instruction in the project.

Table 16

Comparison of Northington and Satellite Schools on Arrangement of Children for Reading Instruction

School	Avg. Group Size	Instructional Procedure	Avg. No. Gps.	Average Number Children in Each Group				Avg. No. Working Individ.	Cattell's Index of Pattern Similarity
Northington	16	Comprehension	2	9	4	1	0	2	Groups Coeffs. P
		Other Skills	3	7	4	2	1	2	1,2 -0.655 0.01
Satellites	13	Comprehension	2	8	3	1	0	0	
		Other Skills	2	7	3	1	0	0	

1.13.2.1. (continued)

Table 17

Comparison of the Three Clusters at Northington
on Arrangement of Children for Reading Instruction

Cluster	Avg. Group Size	Instructional Procedure	Avg. No. Gps.	Average Number Children in Each Group				Avg. No. Working Individ.	Cattell's Index of Pattern Similarity		
Cluster I	15	Comprehension	2	9	4	2	0	1	Groups	Coeffs.	P
		Other Skills	3	8	4	2	1	1	1,2	0.145	N.S.
Cluster II	16	Comprehension	2	10	4	1	0	1	1,3	-0.029	N.S.
		Other Skills	3	8	5	2	1	2	2,3	-0.243	0.05
Cluster III	15	Comprehension	2	7	3	1	0	3			
		Other Skills	3	7	3	2	1	3			

Table 18

Comparison of the Three Satellite Schools
on Arrangement of Children for Reading Instruction

School	Avg. Group Size	Instructional Procedure	Avg. No. Gps.	Average Number Children in Each Group				Avg. No. Working Individ.	Cattell's Index of Pattern Similarity		
Alberta	10	Comprehension	1	5	3	1	0	0	Groups	Coeffs.	P
		Other Skills	2	4	3	1	0	0	1,2	-0.880	0.01
Skyland	24	Comprehension	2	14	6	1	0	1	1,3	-0.377	0.01
		Other Skills	2	13	5	2	1	1	2,3	-0.823	0.01
Stafford	11	Comprehension	1	9	2	0	0	0			
		Other Skills	2	8	3	0	0	0			

1.13.2.1. (continued)

Table 19

Comparison of the Five Differentiated Staff Roles At Northington on Arrangement of Children for Reading Instruction

Role	Avg. Group Size	Instructional Procedure	Avg. No. Gps.	Average Number Children in Each Group				Avg. No. Working Individ.
Coordinating Teacher	19	Comprehension	2	9	5	2	0	4
		Other Skills	2	10	3	2	0	4
Teachers	17	Comprehension	2	7	4	2	0	3
		Other Skills	3	7	5	3	1	3
Associate Teachers	19	Comprehension	2	10	5	2	1	1
		Other Skills	3	10	5	2	1	1
Student Teachers	14	Comprehension	2	10	2	1	0	1
		Other Skills	3	7	4	1	0	1
Instructional Aides	14	Comprehension	3	7	4	2	1	0
		Other Skills	3	5	4	2	1	1

Cattell's Index of Pattern Similarity		
Groups	Coeffs.	P
1,2	-0.209	N.S.
1,3	-0.274	0.05
1,4	-0.451	0.01
1,5	-0.654	0.01
2,3	-0.261	0.05
2,4	-0.308	0.02
2,5	-0.291	0.02
3,4	-0.312	0.02
3,5	-0.465	0.01
4,5	-0.340	0.01

Table 20

Comparison by Roles in the Sattelite Schools on Arrangement of Children for Reading Instruction

Role	Avg. Group Size	Instructional Procedure	Avg. No. Gps.	Average Number Children in Each Group				Avg. No. Working Individ.
Lead Teacher	18	Comprehension	2	12	4	1	0	0
		Other Skills	2	10	4	2	0	0
Teacher	13	Comprehension	2	7	4	1	0	0
		Other Skills	3	6	4	2	1	0
Associate Teacher	20	Comprehension	2	12	6	1	0	1
		Other Skills	2	11	5	2	1	1
Student Teacher	9	Comprehension	1	9	0	0	0	0
		Other Skills	1	8	2	0	0	0
Instructional Aide	8	Comprehension	1	4	2	0	0	0
		Other Skills	1	4	2	0	0	0

Cattell's Index of Pattern Similarity		
Groups	Coeffs.	P
1,2	-0.280	0.05
1,3	-0.722	0.01
1,4	-0.482	0.01
1,5	-0.621	0.01
2,3	-0.779	0.01
2,4	-0.561	0.01
2,5	-0.575	0.01
3,4	-0.818	0.01
3,5	-0.834	0.01
4,5	0.078	N.S.

1.13.2.2. Staff Development Product and Process Objectives

During each operational year there has continued this two-fold purpose of the Staff Development Component:

... to develop and operate the differentiated staff organization as the chosen means to generate and implement the Continuous Progress Program for children; and

... to increase the competency of educational personnel in certain abilities relevant to operating the program for children.

As a basis for developing the differentiated staff organization it was necessary for the project director and other personnel to produce certain lists charts, written, agreements, etc., which serve as an operational structure for the project. The documents required are specified in Product Objective A.2.a.(1).

The tasks of developing a continuous progress plan for children, delineating instructional tasks, and differentiating other responsibilities bespeak the need for continuing professional growth of the educational personnel. Achieving efficient differentiated staffing and increasingly personalized instruction are set forth as Process Objective A.2.b.(1).

A. Staff Development Product Objectives

Product Objective A.2.a.(1). calls for production and revision of the following documents:

1. Written Role Definitions for Differentiated Certified Personnel (See Appendix H of the Final Evaluation Report, June 28, 1974.)
2. A Personnel Organization Chart (the PEGASUS Differentiated Staff Organization Chart), which depicts the career ladder

1.13.2.2. (continued)

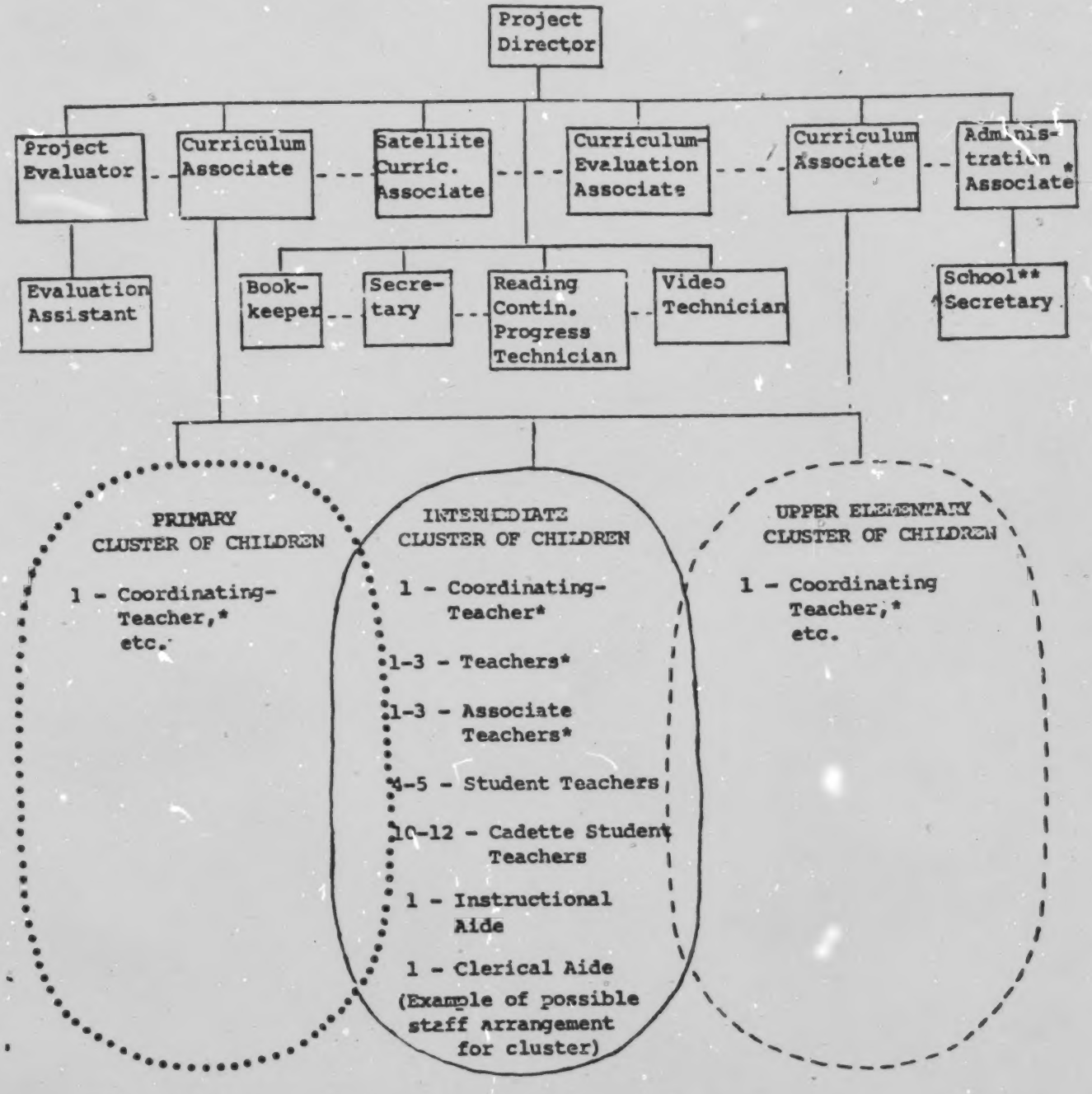
of hierarchical positions through which personnel may progressively move (Figure 10, next page);

3. A graphic Organization Chart Depicting the Relationship of the Project Director to the School System Administrative Structure (See Appendix J of the Final Evaluation Report, June 28, 1974.)
4. Memorandum of Agreement between the Project and each Satellite School (See Appendix K of the Final Evaluation Report, June 28, 1974.)

During the first operational year all of the items above were produced and revised as needed. Extensive revisions in role definitions were made that year (4-29-72) based upon actual project experience. Changes in project personnel and some operational procedures guided the revisions in the organizational charts. Revisions in the "Memorandum of Agreement between Project and Satellite School" likewise were made on the basis of the first year's experience. During the second operational year the organization chart showing the relationship of the project director to the school system administrative structure was up-dated in accordance with the Tuscaloosa City Schools new organizational charts and was reported to OE in the Continuation Application dated February 15, 1973. A further revision of the Project Personnel Organization Chart was made in August, 1973. No further revision of any of the four documents was needed during FY74.

Project: PEGASUS Differentiated Staff Organization Chart

(8-15-73 Revision)



* General Fund Personnel
Paid by Title III for Extension of Time Commitment.

** General Fund Employee who does not work for Project.

Figure 10

1.13.2.2. (continued)

Product Objective A.2.a.(2). calls for an increasingly efficient differentiated staffing operation and an increasing personalization of instruction. The increasingly efficient differentiated staffing operation is to be evidenced by an increased correspondence between defined roles and the performance of those roles. It became evident during the first year of the project that some revision of the roles definitions was necessary. During this second year, teachers were asked to fill out a Role Performance Check Sheet (Appendix L of the Final Evaluation Report, June 28, 1974) early in the second semester. A comparison was made between these forms and the revised role descriptions, and a very high degree of correspondence was found. All project personnel were doing the things their role descriptions called for with very few minor exceptions. Many of the project personnel were going beyond the requirements of their role descriptions by routinely engaging in extra, helpful activities. The Role Performance Check Sheets were completed again in the spring of 1974 and a high degree of correspondence found previously was maintained. These completed forms are on file in the project office.

The increasingly personalized instruction is evidenced by data from the Weekly Progress Reports which show that about 35 percent of the teachers' reading instruction time was used in small group and individual instruction; and an additional 25 percent of the time was used in the formative evaluation procedures which provide for diagnosing the instructional needs of individuals and prescribing instructional

1.13.2.2. (continued)

methods and materials on the basis of the diagnosis. Moreover, all teachers reported on their Role Performance Check Sheet that they were engaging in the activities that are designed to help personalize reading instruction. In addition, the Continuous Progress Skill Record Chart which helps teachers to group children according to their needs and to plan more effectively to meet those needs was used extensively in FY74.

B. Staff Development Process Objectives

Staff Development Process Objective A.2.b.(1). is relevant to organizing and conducting school year seminars and in-service workshop sessions through which an effort was made to develop and enhance skills required to implement the PEGASUS plan for differentiated staffing and the personalization of instruction. These sessions were also directed toward the coordination and institutionalization of Project: PEGASUS functions, involving the development of relevant skills by project teacher participants as well as other school system personnel.

Dr. Carrie Dawson, Director of Developmental Projects for the Gary, Indiana, public school system visited the PEGASUS project for two days in November, 1973, at the request of the President's National Advisory Council for Title III. Dr. Dawson cited the Staff Development program as an outstanding feature of PEGASUS.

1.13.2.2.B. (continued)

The school year seminars were held weekly for project participants, and the following experiences were provided for teachers:

1. Practice in curriculum decision-making including the development and evaluation of instructional materials and activities;
2. Practice in administering the Diagnostic Instruments, Informal Reading Inventories, and other diagnostic measures;
3. Examining and selecting various instructional materials for use in reading instructional activities;
4. Learning and practicing skills related to the classroom verbal interaction analysis;
5. Learning and practicing skills related to the observation and analysis of classroom cognitive behavior, and;
6. Engaging in video taping and feedback sessions in a micro-teaching setting.

Seminar sessions were held on most Monday afternoons for a period of one hour and forty-five minutes. Through an arrangement with the University of Alabama, project participants who desired to do so were able to get graduate credit in the area of Curriculum Development for their work in the seminars.

The seminar sessions were usually conducted by the Project Director and Curriculum Associates, but all project personnel who were involved in the seminar had some leadership responsi-

1.13.2.2.B. (continued)

bilities during the year. Two sessions for each teacher were devoted to viewing a video-tape of her micro-teaching lesson and evaluating the lesson in terms of verbal interaction analysis and in terms of Barrett's Taxonomy.

Many of the seminar sessions were used to provide help for teachers in areas in which they had indicated a desire and a need for help. These needs were expressed by teachers on a survey sheet that was completed at the beginning of the school year. This survey guided the project staff in planning the seminar sessions; thus a "Personalized Program" was provided for project teachers as well as students during the third operational year. As a result, many different kinds of activities were going on at the same time in many of the seminar sessions.

A major thrust of the seminar sessions during FY74 was the development of activities for use in teaching the skills listed in the Continuous Progress Reading Materials. A file of activities had already been started, and many activities were already in the files. There were still a number of skills, however, for which no activities were in the files. An effort was made to develop at least one activity for each of those skills. Each project teacher contributed one new activity at each seminar session, using the Plan for Skill Development Activity form (Figure 6-g, page 34). Each activity is focused upon a specific reading skill for a given level. An activity developed by a teacher was first reviewed by teachers, coordinating teachers, and by the curriculum associates. Activities were designed to accomodate pupils of varying achievement levels--slow, average, and above average.

1.13.2.2.B. (continued)

One of the important outcomes of the half-day workshops was the expansion of the PEGASUS Curriculum Resource Center. The skills activity files were expanded greatly with the addition of the new activities teachers were developing. The center also houses 48 games that were developed by the cadette student teachers and reproduced in a durable form in the summer by teacher aides. Each game is designed to coordinate the development of various reading skills. The Center also contains about 30 reading kits from commercial publishers, 15 examination sets of basal readers, and 12 examination sets of workbooks.

Several series of PEGASUS Continuous Progress Materials workshops for FY74 were directed toward the institutionalization of the program throughout the school system. The fall workshops were attended by new teachers, student teachers, instructional aides, and other professional personnel within and beyond the Tuscaloosa City Schools. Among the forty educators participating in these sessions were the E.S.A.A. Resource Teachers and Lead Resource Teachers, Tuscaloosa Junior High English teachers and their coordinators, the Lamar County Title I Director and several teachers, and various Tuscaloosa Central Office personnel. In conjunction with these meetings, instruction in the use of the informal reading inventories and the diagnostic instruments was provided through oral presentations as well as video taped demonstrations.

During the spring semester this effort increased, with several series of half-day workshops being undertaken for the purpose of involving other teachers and administrators in the use of the PEGASUS Continuous Progress Reading Materials. Participants included all elementary and junior high school principals,

1.13.2.2.B. (continued)

approximately 90 non-project elementary teachers, and 28 junior high school English teachers.

The principal's workshop was held on February 26, 27, and 28, 1974. Project personnel discussed the organization of the PEGASUS Continuous Progress Materials including the diagnostic procedures. An explanation and a demonstration of the Informal Reading Inventory was followed by the active participation of each principal in administering an Informal Reading Inventory to a child.

A three day workshop was conducted to assist 28 junior high school English teachers in their understanding and use of the Continuous Progress Reading Materials. Workshop experiences included diagnostic procedures, effective ways of grouping for instruction, a variety of approaches used to teach reading, the utilization of kits and games, and an observation in the classroom where grouping for specific identified skills was demonstrated.

Similar workshop experiences were also provided for 90 non-project elementary teachers, representing all elementary schools in the Tuscaloosa City School System. Employing a multi-media approach, including video taped demonstration lessons, the PEGASUS staff involved these teachers in learning more about diagnostic procedures, systematic record keeping, a variety of approaches to the teaching of reading, and various new reading materials. Workshop participants observed in classrooms, were introduced to Barrett's Taxonomy of Cognitive Comprehension, were involved in the development

1.13.2.2.B. (continued)

of plans for skills development activities, and were helped to find readabilities of textbooks.

There was no summer workshop for Project participants, but three of the Primary Target School teachers joined with the Project Director, the three Curriculum Associates, and the Primary Target School principal during June, 1973, to work on the Continuous Progress Reading Materials. As a result of these efforts, two new levels were developed for junior high school pupils; Level 15 for pupils in their seventh year and Level 16 for pupils in their eighth year. In addition, an extensive revision was begun on all levels that were already written. The efforts toward revision were continued during the FY74 school year as time permitted, and these revisions were completed by project personnel in the summer of 1974.

The student teacher training program of the project continued to be a most valuable and highly satisfying part of the program. The student teachers were given excellent training under the direction of the two full-time curriculum associates and their cooperating teachers, and they in turn made a valuable contribution to the PEGASUS reading program. Student teachers were videotaped each semester, and the playback of the tape provided an opportunity for the student teacher to analyze her teaching effort cooperatively with her supervisor.

1.13.2.3. COMMUNITY INVOLVEMENT Product and Process Objectives

The general role of the Community Council has been to assist, advise, and serve the project administrators whenever and wherever desired; to communicate with the community at large concerning the project; to assist in evaluating the success of the project; and to enhance the thrust of the project of reaching the target Tuscaloosa Community through its various functions. The strength and vitality of the Community Council which was evidenced during the first two operational years of Project: PEGASUS was not maintained at the same high level during the third year. Only two meetings of the council were held during the academic year. At the final meeting of the Council, however, the discussion indicated a strong, continuing interest in the project as well as strong support for its institutionalization.

With this major purpose in view, the Community Council membership has been expanded and restructured so that it has become more widely representative of the total Tuscaloosa community. The Council is now comprised of a cross-section of trade and professional groups as well as socio-economic levels. An effort was made also to insure lay representation from each elementary school zone within the city.

A. Community Involvement Product Objectives

Community Involvement Product Objective A.2.a.(1). specifies that 60 percent of the Primary Target School enrollment will be represented by a parent in two parent-teacher conferences. This year parent-teacher conferences were held during three scheduled weeks. During the first and third conference weeks (early fall

1.13.2.3.A. (continued)

and spring) only half of the parents were scheduled for a conference. Eighty percent of those scheduled came the first week and sixty-six percent the third week. All parents were scheduled for conferences the second conference week (mid-year), and 77.5% of the parents came. Thus, approximately 75% of the pupils at the Primary Target school were represented by a parent in two-parent-teacher conferences.

Community Involvement Project Objective A.2.a.(2) requires a 60 percent attendance of Community Council members at scheduled meeting. The first meeting was held on December 18, with 60 percent of the members attending. The final meeting was held on March 28 with 55 percent of the members attending. Therefore, this objective was not fully achieved. It should be noted, however, that the final meeting was held during the daytime and involved the members' spending time observing in schools and having lunch together. A number of the Council members understandably could not attend because of work or school commitments.

Community Involvement Product Objective A.2.a.(3). indicates a goal of 200 people in attendance at a project-sponsored open house at the Primary Target School. The open house was held on October 2, 1973, and the documented attendance was 206.

B. Community Involvement Process Objectives.

Documentation for the attainment of the Community Involvement Process Objectives A.2.b.(2)., and A.2.b.(3)., exists in the records

1.13.2.3.B. (continued)

kept in the Project Director's office and has been verified by the EPA. Objective A.2.b.(2)., was not attained, as only two Community Council meetings were held. The reason for this has been discussed in the section above.

1.13.2.4. Third Year Objectives for Teachers

Third year objectives for teachers are concerned with the improvement of teaching skills. The first of these objectives (c) specifies that teachers who have been in the project for three years will alter in a positive direction at least two classroom behaviors which they identified during the first project year as target behaviors. Actually, teachers chose three aspects of classroom behavior in which they would strive for positive change. They chose to work toward (1) reducing the amount of teacher talk, (2) increasing the number of open-ended questions, and (3) increasing the amount of student divergent responses.

Teachers were video-taped in micro-teaching discussion lessons five times during the three years of the project. These lessons were coded and analyzed by means of the Reciprocal Category System of Verbal Interaction Analysis, and the data for each teacher were recorded. The data were analyzed for statistical significance by means of an F-test for subjects with repeated measures (a treatment by subjects design). The F-ratios yielded indicated changes in the desired directions for all three behaviors. All three F-ratios were significant at the .01 level. The F-ratios for each were as follows:

1.13.2.4. (continued)

Decrease in teacher talk	F = 9.11
Increase in open-ended questions	F = 10.71
Increase in divergent responses	F = 11.60

The second of the teacher objectives (d) specifies that at the end of the third year of the project teachers will be asking significantly more thought-stimulating questions than they were early in the second year. In the form in which it is stated this objective was not achieved, but (the intent of the objective was definitely achieved.) an examination of the data collected from the video tape of the micro-teaching lesson taught early in the second year revealed that teachers were already asking a very high percentage of thought-stimulating questions. As shown in the discussion for the previous objective, teachers had already been working toward increasing the number of open-ended questions, and dramatic progress had been made in this direction by the early part of the second year.

The actual intent of this objective (c) was achieved as is clearly shown when teachers' third year final video-tape lessons are compared with their first discussion lessons. The difference in these two video-taped lessons was compared using the Chi Square Statistical Technique. The Chi Square value resulting from a comparison of the actual number of questions was 23.6, and when the

1.13.2.4. (continued)

comparison was based on percentages the Chi Square value was 9.58. These values are both significant at the .01 level.

Computations are shown below:

Chi Square based on number of questions:

O	E	(O-E)	$(O-E)^2/E$
145	180	-35	6.8
108	73	35	16.8
		Chi Square	23.6

Chi Square based on percentage:

O	E	(O-E)	$(O-E)^2/E$
57.3	71.3	-14	2.75
42.7	28.7	14	6.83
		Chi Square	9.58

1.14. CRITERIA TO BE USED BY DEVELOPER-DEMONSTRATORS IN THE SELECTION OF ADOPTERS

1. Educational need on the part of potential adopters should have been established through an ongoing needs assessment or a new survey.
2. Instructional personnel implementing the adoption should be involved in the decision to adopt. Participation of program adopters should be on a voluntary basis.
3. Administrative commitment should be demonstrated by the following actions:
   a. Investment of adequate human, physical, and financial resources.
   b. Provision of released time for staff development on a scheduled basis (for example: summer workshops, half-day work sessions, or continuing seminars).
   c. Budgeting of funds for travel of key personnel to the Developer-Demonstrator site.
   d. Negotiating a specific memorandum of agreement with the Developer-Demonstrator.
4. Program adopters will employ the PEGASUS-PACE Continuous Progress Reading Program as the total developmental reading program for their assigned students: (1) administering informal reading inventories to students entering the program; (2) administering PEGASUS-PACE diagnostic instruments; (3) using the Sub-grouping Chart as a basis for sub-grouping children according to needed skill attainment; (4) developing and prescribing learning activities for each child appropriate to his diagnosed instructional needs; (5) reporting to parents and students in a manner appropriate to this personalized reading program (holding at least two planned and scheduled parent conferences for each student during the year, if possible).

1.14. (continued)

5. Program adopters should be willing to participate in staff development functions on a scheduled basis.
6. Program adopters (with administrative support) should conduct a pre-post summative evaluation of major learner-based product objectives.
7. Concerning the offer of participation to non-profit non-public schools (required by OE), program adopters should retain evidence of their intention to participate (letter of acceptance) or evidence of their declining the offer (letter of rejection).
8. Concerning the criterion of geographic location, priority will be given to a potential adoption which would achieve a more extensive geographic spread.
9. Concerning the size of the adopting student population, priority will be given to adopters starting with a primary target population on a pilot basis.
10. Concerning "adaption" vs adoption, extremely low priority will be assigned to potential adoptions which might appear to tamper with the integrity of the program.

1.15. TARGET POPULATION CHARACTERISTICS REQUIRED FOR ADOPTION ALLOW THE FOLLOWING VARIATIONS:

1.15.1. Grade Levels: Kindergarten through middle school students

1.15.2. Type of Locale: Rural to urban.

1.15.3. Percentage of Boys and Girls: Not relevant.

1.15.4. Type of Ethnic Background: Not relevant so long as the child speaks English.

1.15.5. Socio-economic Level: Low-middle-high.

1.15.6. Other Characteristics: Not relevant.

NOTE: None of these comprises a constraint for program adoption.

1.16. POPULATION SIZE REQUIREMENTS FOR ADOPTION (MINIMUM AND MAXIMUM NUMBER OF STUDENTS FOR WHICH THE PEGASUS-PACE READING PROGRAM IS IDEALLY DESIGNED)

1.16.1. During Tryout of Program in a Particular Setting. (Pilot Phase)

MINIMUM: A group of students comprising K-3, grades 4-6, or grades 7-8 --- or even one classroom.

MAXIMUM: To be determined by human resources (for training and support) within the adopting school or school district.

1.16.2. During Installation of the Program (Operational Phase)

Population size limits would be determined by the available support (Commitment for human resources, financial, and staff development) within the adopting school or school district.

During this phase it is expected that program population size will include the total student population of the adopting school or school district.

NOTE: An adopting school or school district might choose to try out the program in phases or stages (for example: one grade level, leading toward one total school, leading toward the whole district or school system). These sequences of adoption would be dependent, of course, upon available human, material, and financial resources.

1.17. STAFFING REQUIREMENTS FOR ADOPTION

The Continuous Progress Reading Program affords structure for children's regular developmental reading and is implemented by classroom teachers rather than by special reading teachers. Although some specialized "Curriculum Associate" support is needed, this help can be provided by instruction-oriented building principals, supervisors, or resource teachers already employed. Most school systems can identify individuals who are competent and self-initiating, knowledgeable in the

1.17. (continued)

area of reading instruction, and willing to learn related techniques of systematic observation.

1.17.1. Try-out Phase

Reading Supervisor or Coordinator, Certified Elementary or Reading Teachers, Teacher Aides or Para-professionals.

1.17.2. Installation Phase

Reading Supervisor or Coordinator, Certified Elementary or Reading Teachers, Clerical and Instructional Aides (Para-professionals).

1.17.3. Institutionalization Phase

A Director or Coordinator of the total program (part-time or full-time), Supervisor(s), Certified Teachers, Aides, etc.

1.18 INSTRUCTIONAL MATERIAL REQUIREMENTS

1.18.1. Commercially Prepared Learner-Use Materials

Because the PEGASUS-PACE Continuous Progress Program is compatible with any basal series or other approach to the teaching of reading, most typical elementary schools would probably have available an adequate inventory of commercially produced instructional materials. (A staff development function might subsequently involve pooling these materials and keying them to specific skills within particular reading levels.)

1.18.2. Developer-Demonstrator Prepared Learner-Use Materials

The PEGASUS-PACE Continuous Progress Reading Materials, modified in 1972 and thoroughly revised during the following two operational years, comprise the heart of this nationally validated program. The basic structure of these materials consists of specific reading skills defined behaviorally within each of seventeen sequential elementary levels (Figure 6-a, page 28, above). A companion Diagnostic Instrument for each

1.18.2. (continued)

level (Figure 6-c, page 30, above) contains a variety of tasks for the learner to perform in order to demonstrate his mastery of the skills. Teacher-use Continuous Progress Materials include a Teacher's Guide and Key for each level (Figure 6-b, page 29, above); a Sub-Grouping Chart (Figure 6-e, page 32, above); and a Reading Progress Record Folder (Figure 6-f, page 33, above).

The resource file of Plans for Skill Development Activities (Figure 6-g, page 34, above), which is currently being developed in the PEGASUS-PACE Resource Center, is expected to be another important project contribution. A collection of specimen lesson plans will be drawn from those generated for each reading instructional level and published in a large ring-binder. This volume is expected to be available for dissemination by March or April, 1975.

Costs for adopting the PEGASUS-PACE Program are low and will remain low because these materials have been developed, pilot tested, and revised, within the project and are being produced by the Tuscaloosa City Schools. Hence, the profit factor in publishing has been removed. Upon completing official negotiations for adoption and signing a memorandum of agreement with PEGASUS-PACE, an adopting school or school district will be granted permission to reproduce these copyrighted materials for their own use.

For this purpose there is presently available a Master Volume of the PEGASUS-PACE Continuous Progress Reading Materials (17 levels), which is loose-leaf bound in a hard-back vinyl binder. This full volume of learner-use and teacher-use materials contains the following items for each of 17 levels (Readiness through 16):

1.18.2. (continued)

a. Objectives and Skills Check Sheet

b. Teacher's Guide and Key

c. Learner-use Diagnostic Instrument

For Levels 9-16 Learner-use Answer Sheets are also included.

This volume may be ordered, postage paid, for $35.00 from the Tuscaloosa City Board of Education, marked to the attention of Marie Sinclair. An accompanying check likewise should be made payable to the Tuscaloosa City Board of Education and mailed to this address:

Tuscaloosa City Board of Education
Attention: Marie Sinclair, Director
Projects: PEGASUS-PACE and TRIAD
1100 - 21st Street East
Tuscaloosa, Alabama 35401

1.18.3. Other Instructional Materials

PEGASUS-PACE teacher-use materials, which are close companions to the learner-use materials within each reading level, have been discussed in Section 1.18.2., above. Other staff development materials available from PEGASUS-PACE will be presented in Section 1.24., below.

1.19. FACILITIES REQUIREMENTS:

The facilities and space found in any typical elementary school will be adequate for the adoption of the PEGASUS-PACE Continuous Progress Reading Materials. Since this program comprises students' developmental reading program, it is expected to be implemented by regular classroom teachers rather than by special reading teachers. Hence, it is not necessary for an adopting school district to provide additional rooms for extra teachers.

Spacing requirements for small group and individual instruction can be worked out in these regular classroom and other locations within the school. If the micro-teaching aspect of staff development is adopted, a

1.19. (continued)

cassette or reel-to-reel audio recorder will be adequate; and this taping can take place in a regular classroom.

1.20. EQUIPMENT REQUIREMENTS

To implement the PEGASUS-PACE reading program for students, no additional instructional equipment is required beyond that usually found in elementary and middle schools. Access to an overhead projector and an audio tape recorder for instructional purposes would be quite helpful, of course. Likewise an audio or video tape recorder would make it possible to implement teacher self-evaluation within the context of micro-teaching.

1.21. FINANCIAL RESOURCES

BACKGROUND

During the spring semester, 1973, the project staff together with the Community Council gave concerted attention to a two-fold challenge: (1) determining the means to continue successful practices with project students after the termination of Title III funding; (2) extending these functions throughout all Tuscaloosa elementary schools. Necessarily the implementing of practices by adopter schools, whether they be in this school system or beyond, will involve some additional LEA costs. These developmental costs for adopting schools, however, will be proportionately lower than were the corresponding Title III costs for developing and implementing a prototype program in the PEGASUS schools.

The accompanying Cost Projection Chart (Figure 11) presents expense estimates relevant to support services such as staff development as well as to the direct costs involved with PEGASUS-PACE adoption. Within each

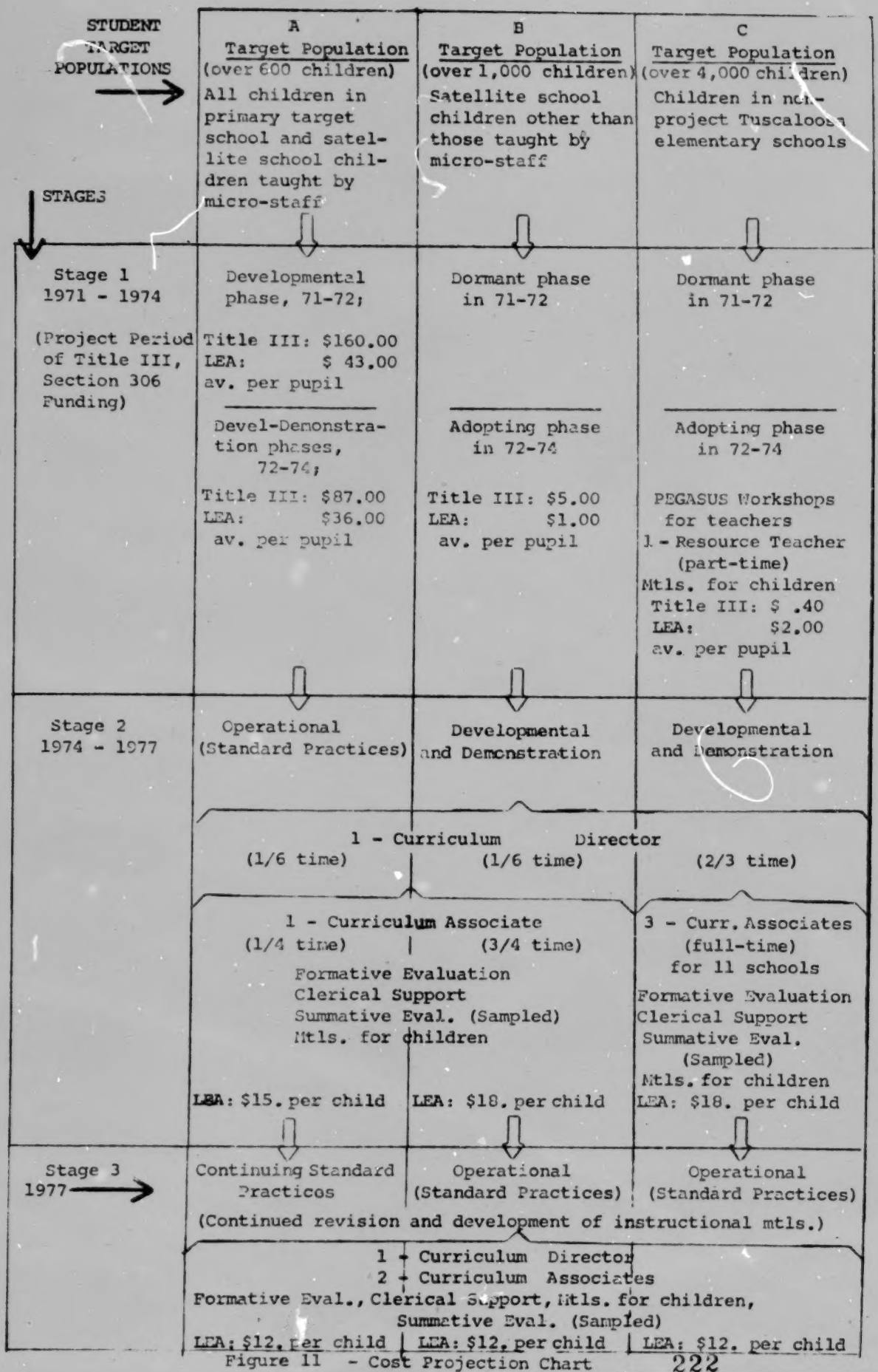


Figure 11 - Cost Projection Chart

1.21. (continued)

stage or phase (Developmental, Operational, and Continuation) these expenses are charted in terms of per pupil expenditure for PEGASUS-served learners and projected for non-project students (those of an adopting school district).

In analyzing expenses incurred during the developmental and operational years of PEGASUS, it appears that several different groups of Tuscaloosa students were served by the project in varying degrees. The cost analysis for Primary Target students is presented under Column A and that for Satellite students under Column B of the Cost Projection Chart.

1.21.1. Start-up on a Trial Basis

1.21.2. Continuation on a Trial Basis after First Year

Under Column C the Start-up (Adopting Phase) expenses and Continuation-Trial (Developmental) costs for an adopting school system are projected. (This column likewise represents the Tuscaloosa elementary students who were not served by this project either as a Primary Target Group or as a Satellite Target Group.) Costs for implementing the program in another school or school district are low and will remain low because the Tuscaloosa City Schools will grant permission (contingent upon negotiating a memorandum of agreement) for the adopting school district to reproduce the copyrighted PEGASUS-PACE Continuous Progress Reading Materials. Moreover, adopting expenses are low because the program is compatible with any basal series rather than to a particular one, and special reading teachers are not needed.

The projections on Figure 11 were based upon actual expenditures obtained by the bookkeeper from FY 72 fiscal reports and upon estimated

1.21.2. (continued)

FY 73 expenditures derived from the operational budget for that year. This work was also verified by the Project Director and a local accountant to insure that the proper basis was used for each estimate. The cost breakdowns for PEGASUS program development, Adoption Start-up on a Trial Basis, and Adoption Continuation (operation) are as follows:

1. Column A: Estimated PEGASUS program developmental cost . . . . $159.64 per pupil expenditure (based upon about 600 students). This expense includes developing prototype components for instruction, staff development, and community involvement. It will not have to be incurred by an adopting school system. Both the OE Program Manager as well as the Educational Program Auditor have expressed satisfaction with the results attained during the two developmental-operational years. The Title III costs are seen to be well justified in that the prototype validated components are available for adoption by school systems within the state of Alabama and beyond. During these initial years it has been the task of the project staff and participating teachers to develop the Continuous Progress Reading Program for children and to make it work effectively.

2. Column C, Middle Box: Extimated Adoption Costs (Start-up on a Trial Basis) . . . . . $18.00 per pupil (Based on 4,000 students). Initially the competent service of someone functioning as a curriculum associate or coordinator is needed by an adopting school system. This staff development cost is necessary to insure that the instructional practices developed in PEGASUS will become effective and efficient standard practices.

3. Column C, Lower Box: Adoption Continuation Cost. . .$12.00 - $15.00 per child.

It is expected that after the PEGASUS-PACE adoption becomes

1.21.2. (continued)

operational, it can be maintained by an LEA expenditure of about $15.00 per pupil. Within a few years more this amount can be reduced to about $12.00 per pupil, or less.

1.22. DESCRIPTION OF PROGRAM COMPONENTS

All PEGASUS functions have been defined as product and process objectives within these four inter-related components: Management, Instructional, Staff Development, and Community Involvement.

1.22.1. Project Management Component

During the past three operational years of Project: PEGASUS the PEGASUS-PACE Program has been developed and implemented in the Primary Target School (Northington Elementary School) and in three Satellite Schools. In each Satellite School a "micro-staff" of at least three teachers with a cluster of children spanning four or more reading levels participated in the project. Following is an organizational chart which identifies the project management personnel.

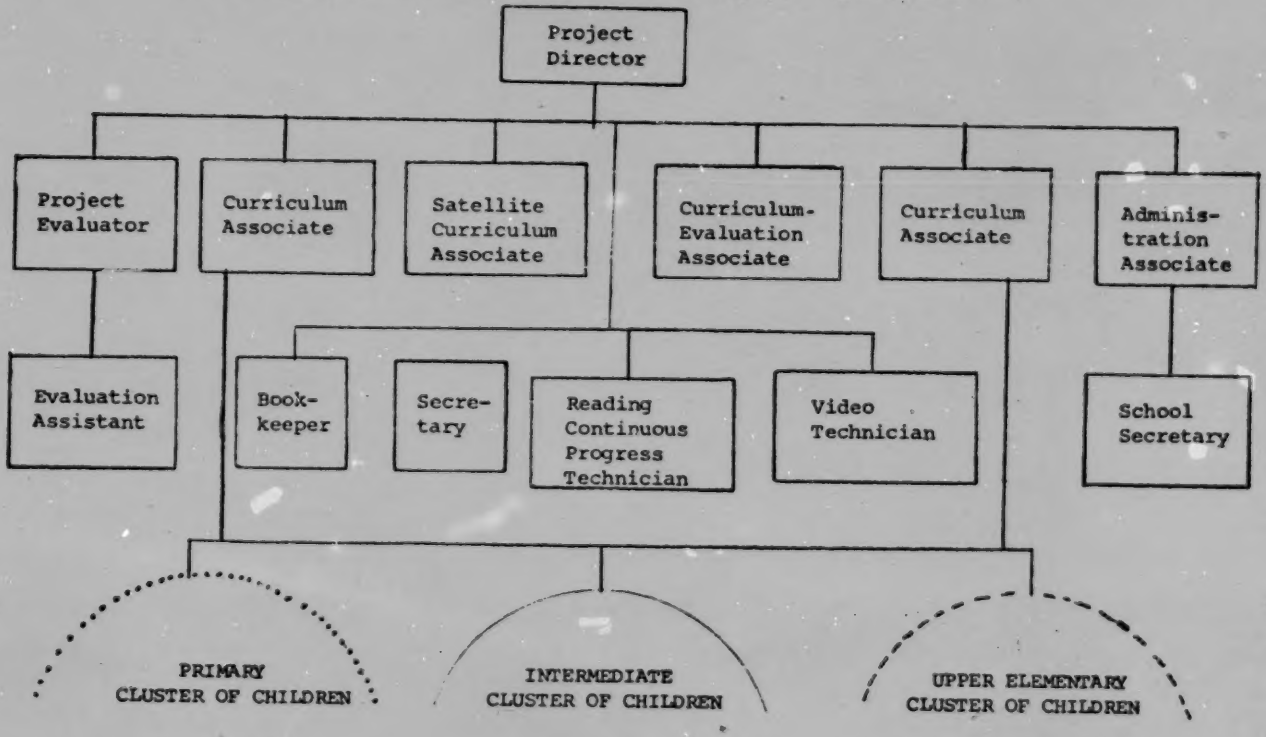


Figure 12

1.22.1. (continued)

The basic operational tools for project management consist of the following:

a. Comprehensive Evaluation Design (Figures 13-a and 13-b, following in this report),

b. A system of communication and dissemination,

c. A Management Time Line (Gantt Chart) on which major objectives have been charted in sequence with dates noted for key events and task completion requirements (Figure 14, following in this report),

d. A plan for educational program auditing (Figure 13-b of this report).

In a less specific manner major project functions are also presented on the flow chart which comprises the PEGASUS-PACE Adoption Model (Figure 4, on page 15, above).

EVALUATION-AUDIT PLAN, CHART I

YEAR ENDING July 31, 1975

PROJECT COMPONENT INSTRUCTIONAL

PERFORMANCE OBJECTIVES (For each, indicate the component, objective number, and process or product)	EVALUATION PLAN: PERSON RESPONSIBLE	MEASUREMENT TECHNIQUES AND INSTRUMENTS (Incl. Spec. Condit., Baseline Data)	DATA COLLECTION PROCEDURES (Incl. Target Group, Dates)	DATA ANALYSIS TECHNIQUES (Incl. Spec. Condit.)
INSTRUCTIONAL COMPONENT OBJECTIVES (CONT'D)				
Objective 2.6. (Instr. Process) (PEGASUS-PACE---INSTRUCTIONAL AND FORMATIVE EVALUATION CYCLE) Throughout the operational year the teacher participants in each of the three implementation organizational arrangements (TRIAD-Vegas, TRIAD-Comets, and TRIAD-Galaxies) will employ the PEGASUS-PACE - Personalized Approach to Continuous Education and conduct formative evaluation as an integral part of the Teaching-learning process for project target students, specifically:	Evaluator	Self-report data recorded on Weekly PACE Report (Attachment C), adapted from the PEGASUS Weekly Progress Report. Other documentation of these processes consists of Indiv. Learner Progress Records (Attachment E), Master Record Sheets, and Charts for Sub-Grouping (Attachment F), as well as on the scored diagnostics and informal inventories. (All of these items are available from the PEGASUS-PACE mtls.)	Collect and process self-report data weekly from Vegas, Comets, and Galaxies Teams of teacher teachers. Examine other documentation.	Tabulate time distrib. and determine arithmetic mean. Spec. Cond.: Data based on weekly time estimates by teachers.
a. Administer informal reading inventories to determine initial reading levels; document administration and scoring and record results;				
b. Administer diagnostic instruments; document administration and scoring and record test results;				
c. Group and sub-group learners for instruction on the basis of charted results of the diagnostics and other pertinent information;				
d. Determine methods and prescribe materials (instructional planning for a particular child or group);				
e. Execute the teaching strategies prescribed for mastery of skills ... with a total instructional group, ... with sub-groups, ... with individual learners;				
f. Check for mastery of objectives;				
g. Provide feedback from formative evaluation ... to students in individual conferences, ... to students in small groups, ... to parents in conferences;				
h. Use results of formative evaluation to regroup and make new learning prescriptions.				

Figure 13-a

EVALUATION, (CONT'D.)			EDUCATIONAL PROGRAM AUDIT					
DATA ANALYSIS PRESENTATION			PERSON RESPONSIBLE	SAMPLING TECHNIQUES, ETC.		AUDIT, ANALYSIS TECHNIQUES, CONDIT.	AUDIT REPORT	
Reports	Dates	Recipients		Sched. Dates	Techniques, Standards, Condit.		Reports	Dates for Draft, Disc., and Final
Objective 2.6. (Instr. Process)								
Interim Eval. Report	Draft, 1-17-75	Supt., C.C.Ch., Bd. of Educ., E.P.A., SEA Title III.	E.P.A.	Between 1-20 and 1-31; and	Audit a 5% random sample of documentation.	Determination of sufficient documentation of activity	Interim Audit Report	In Proj. Office by 2-7-75; Disc. by 2-10-75; In Mgy., 2-14-75.
Annual Eval. Report	Draft, 6-20-75	P.D. and Staff.	E.P.A.	Between 6-23 and 7-3	"	"	Annual Audit Report	In Proj. Office by 7-9-75; Disc. by 7-11-75; In Mgy., 7-15-75.
	Final Copy in Mgy., 7-10-75	Supt., C.C.Ch., Bd. of Educ., E.P.A., SEA Title III.						

EVALUATION-AUDIT PLAN, CHART II

II. C. 4. Tim quirements

(Management Time Line: Dates for Key Events and Completion Dates for Major Activities)

Operational Period: August 1, 1974, through July 31, 1975 INSTRUCTIONAL COMPONENT

Object/Task/Activity	Before Aug. 1974	Aug.	Sept.	Oct.	Nov.	Dec.	Jan. 1975	Feb.	Mar.	Apr.	May	June	July	Responsible Agent
PRODUCT OBJECTIVES Objective 2.1 Instr. 2.2 2.3 ...Administer Stdzd. Tests (Gates-MacGinitie) Pre and Post			Pre--test XX								Post-test XX			Curriculum Associates and Teachers
PROCESS OBJECTIVES Objective 2.4 Instr. ...Compare the achievement levels and gains as measured by Gates-MacGinitie (pre-post) of the three student target groups				XXXX							X	XXX		Project Staf
Objective 2.5 Instr. ...Locate, study and develop instr. mtls. and activities		X	X X	X	Continual as preparation for instruction				X	X X	X X			Instructiona Personnel
Objective 2.6 Instr. ... a.Deter. initial reading levels b.Adm. diagnostic intr. c. Group and Sub-group d. Determine methods and prescribe materials e. Check for mastery of objectives f. Feedback to student; students, parents g. Regroup and make new learning prescriptions			X	X	Continual as instruction takes place				X	XX	X X			Teachers

Figure 14

1.22.1.1. Comprehensive Evaluation Design

Attainment of project objectives has been assessed through a Comprehensive Evaluation Design, which explicates for each objective the following: measurement techniques and instruments, baseline data, data collection procedures, data analysis techniques, and means of disseminating results.

Organized by project components, this overall project evaluation strategy (Example: Figures 13-a and 13-b, above) was directly derived, objective by objective, from the project objectives as they were stated in the Formal Application, dated May 19, 1971. (These process and product objectives have been reported in full in Sections 1.9. and 1.10. of this report.)

All aspects of this design have been periodically critiqued by the Educational Program Auditor as well as by the O.E. Program Manager, and several revisions were made during the three operational years of Project: PEGASUS. In summary, the evaluation strategy detailed in the Comprehensive Evaluation Design has consisted of the following general procedures:

a. Summative evaluation of Instructional Product Objectives --- pre-post with alternate forms and appropriate levels of the Gates-MacGinitie Reading Tests.

All of the project's learner objectives were defined in terms of measurable behavior. For each objective the expected level of performance and an appropriate evaluation technique were specified. Conditions under which the objective was to be attained were delineated. (An example is provided in Figure 13-a, page 100, above.)

1.22.1.1. (continued)

Particular care was taken to assure standardization of test administration, scoring, and recording of results; and the educational program audit reports have noted this accomplishment. Written procedures for these evaluation functions were developed by the project staff in September, 1972, and were subsequently revised several times. (Copies of these procedures are on file in the project office and with the Office of Education.)

Analysis of the data was under the personal direction of the Project Evaluator, Chairman of Educational Psychology and Educational Research at the University of Alabama. Advanced graduate students in educational research were assigned tasks of data processing and computer programming.

For the purposes of summative evaluation the sample included all students served by the project through the entire period from the pre-testing (early September) to the post-testing (early May) each operational year. Make-up testing was administered in order to accomplish this total sample. Test scores for students who enrolled after pre-test administration or withdrew before post-testing, however, were eliminated from the summative evaluation sample.

b. Diagnostic evaluation within seventeen instructional levels was performed to determine the level for reading instruction, as well as the strengths and weaknesses of each student. (For an example, see Figures 6-b and 6-c, pages 29-30, above.)

c. Formative evaluation was performed within these seventeen levels to assess the progress of each child through the various levels of the PEGASUS-PACE reading curriculum.

1.22.1.1. (continued)

d. Instructional process evaluation took place through Weekly PACE Reports (Figures 5-a and 5-b, pages 18-21, above), Planning Session Records (Figure 9, page 56, above), and Systematic Observation. On the Weekly PACE Report teachers reported the proportion of time in which they engaged in various Instructional Process Objectives, or the instructional procedures to be followed in attaining the Product Objectives. Collectively these instructional activities comprise the project strategy developed to personalize instruction. In general the teacher self-report data collected on the Weekly PACE Reports were analyzed in such a way as to achieve these two purposes:

(1) to provide a detailed picture of the instructional tasks that actually were performed;

(2) to describe the instructional procedures in terms of their contribution to the attainment of personalized instruction utilizing staff differentiation.

Systematic observation of classroom teaching was utilized to gain an independent estimate of the distribution of instructional time. However, probably the most effective observations were conducted by the instructional staff itself. In several meetings per week of Coordinating Teachers, Curriculum Associates, and Teachers the instructional process was constantly under review.

e. Assessment of Staff Development Objectives was made through extensive documentation of summer workshops, weekly seminars, and half-day in-service sessions. Micro-teaching with audio-visual feedback and practice in applying different category

1.22.1.1 (continued)

systems for analyzing the teaching process served to foster continuous self-evaluation on the part of teacher participants. Documentation of micro-teaching and other activities designed to increase the skills of teachers may also be found in the Planning Session Records, interaction analysis data collection sheets, and interaction analysis matrices.

f. Documentation relevant to the Community Involvement Component Objectives was maintained in (1) the principal's and teacher's records of parent-teacher conferences, (2) the minutes of the Community Council meetings, (3) the attendance records for the project-sponsored open house, and (4) the Project Director's log.

g. Documentation for the Overall Project Management was maintained in the Project Director's log and through Planning Session Records.

h. Feedback procedures have been an integral part of the process objectives defined within each project component. As an example, the continuing school-year seminar provided the opportunity for teacher participants and the staff to consider problems encountered in developing and implementing the validated PEGASUS-PACE program, with teachers actively involved in weighing alternative solutions, making decisions, and acting upon these decisions. Likewise the curriculum associates and director actively sought feedback from teacher participants throughout each operational year. The evaluation plan, of course, is replete with the use of feedback techniques.

1.22.1.2. A System of Communication and Dissemination

COMMUNICATION

The operational plan for effective communication has included the following aspects:

a. Among Project Staff Members and Participants

To communicate effectively at this level project personnel have performed the following tasks:

... Communicated daily face-to-face in group planning sessions with teams, within the project staff, etc.

... Used the continuing seminar as a means of communicating problems or challenges, discussing them, considering alternate strategies for solution, and making decisions.

... Produced project newsletters and/or feed-back sheets, as needed, for communicating decisions and other essential information among the project staff and among the participating team members.

... Used the continuing seminar as a means of communicating to and by project principals and participating teams.

... Communicated with school system administration and supervisory personnel via telephone, face-to-face conferences, project staff meetings, central office staff meetings, etc.

b. Between Project Staff and Other School System Personnel

To communicate relevant project information to other school system personnel the project staff has performed the following tasks:

1.22.1.2. (continued)

... Kept school administration informed via telephone, conferences, visitations, staff meetings, etc.

... Made available to non-project teachers (through General Fund resources) the PEGASUS-PACE curriculum materials and encouraged their implementation.

... Functioned as resource persons for professional growth activities within the school system.

... Reported project progress and activities in supervisory and administrative meetings.

c. Between Project Staff, Community Council, and Other Agencies

To communicate specific evaluation information in regard to performing project functions and refining various procedures the project director and staff have performed these activities:

... Conveyed project related information to the Council, to University personnel, and to other agencies face-to-face, in small group discussions, in Community Council meetings, and through the distribution of minutes.

... Communicated with project area parents via newsletters, a brochure, newspaper, etc.

... Communicated with other lay people of the area via newsletters, a brochure, newspaper, etc.

1.22.1.2. (continued)

DISSEMINATION

To inform the profession and public outside the project area concerning the progress of Project: PEGASUS and to stimulate their support to such a degree that they would carry on the program after termination of funding, the project director and staff performed the following proposed activities:

a. Planned for project visitation by groups of non-project teachers, lay people, State Education Agency personnel, and personnel in other local school systems of Alabama.

b. Made available to these groups, and to others upon request, the PEGASUS Continuous Progress Reading Materials and the refinements of these materials as they were developed.

c. Reported activities via local newspapers, radio, and TV stations.

d. Functioned as resource people for undergraduate and graduate classes of the College of Education, University of Alabama, P.T.A., civic, and other groups.

e. Provided video tapes of "model" micro-teaching sequences for educational methods classes at the University of Alabama.

f. Sponsored research relevant to project activities; produced professional papers; and made presentations at state, regional, and national meetings.

g. Made available to the SEA, photographs, audio tapes, and video tapes which are relevant to project dissemination.

The dissemination process during the operational years of PEGASUS was judged to be very effective. Within the school system, the staff's

1.22.1.2. (continued)

led to the adoption of the Continuous Progress Reading Materials by the City Board of Education as the official curriculum for all Tuscaloosa elementary schools. Likewise several series of PEGASUS staff development workshops for non-project teachers and principals helped to assure the successful system-wide implementation of these materials after the termination of federal funding. Excellent news coverage and the work of the PEGASUS Community Council helped to familiarize Tuscaloosa and west Alabama lay people with project activities.

A summary of dissemination accomplishments and events during the three years of PEGASUS would certainly include the following highlights or plaudits:

a. When project staff members made a multi-media presentation at the Southeastern Regional NEA-Association of Classroom Teachers meeting in 1972, their audience quickly depleted a supply of 75 dissemination packets. Thirty-nine other conference participants from thirty different school systems left written requests for materials to be mailed to them. A group from a university city in North Carolina urged the PEGASUS group to serve their organization as consultants.

b. In December, 1972, Project: PEGASUS was one of two Title III projects in Alabama chosen by the Alabama Public Television Network to be spotlighted in an hour-long presentation depicting issues and innovations in Alabama education. The Project Director presented background narration for the filming, pointing out how specific aspects of Project: PEGASUS, as depicted on film, helped to personalize instruction by utilizing the various differentiated staff personnel. This film was repeated on state-wide public television in March, 1973.

c. After the Continuous Progress Reading Materials were exhibited at the annual meeting of the Association for Supervision and Curriculum Development in March, 1973, numerous requests for project information were received from distant parts of this country as well as from Canada.

d. Among the categories of people who observed and discussed project processes at the Primary Target School were visiting teams of elementary principals in a district meeting; educators

1.22.1.2. (continued)

from all areas of the state in a University of Alabama invitational meeting; and supervisors and directors of instruction in their annual state meeting. As an example, approximately forty classroom teachers from England visited the Primary Target School in April, 1973. They heard the Project: PEGASUS program explained by members of the project staff, toured the building, and viewed a micro-teaching situation on video tape.

e. After seeing the PEGASUS display at the Alabama Education Association convention, the Director of the Division of Administration and Finance, Alabama State Department of Education, invited the display to be exhibited in the lobby of the State Office Building in Montgomery during the month of April, 1973. Dissemination materials were placed so that interested persons could obtain a packet.

f. Project: PEGASUS was invited by the U.S. Office of Education to exhibit and demonstrate the program at ED/Fair '73, which was held in the Shoreham Hotel complex at Washington, D.C., May 8-11, 1973. The Director, two Curriculum Associates, the Reading Analyst, two Principals, and two Teachers shared the successful educational practices of Project: PEGASUS for the benefit of the approximately 1,000 invited federal, regional, state, and local educators. The PEGASUS staff participating in ED/Fair '73 made two presentations in which they demonstrated the project's practices to those Fair participants interested in learning more about the project.

g. The National Advisory Council's publication, Innovative Education Practices, October, 1973, consisted of descriptions of the 107 ESEA Title III projects selected for validation as a result of the national Identification/Validation/Dissemination effort. A description of Project: PEGASUS, which received validation as an innovative, cost-effective project and one worthy of consideration for adoption/adaption by other school systems, was included in the Reading Section.

h. Dr. Carrie Dawson, who reviewed the eight I/V/D Reading projects for the National Advisory Council, selected PEGASUS as the one project to visit personally. Dr. Dawson cited the significant accomplishment which had occurred in the area of Staff Development, including the opportunity for staff and project teachers to receive academic credit (6 semester hours for the full year) for their participation in the PEGASUS weekly seminar.

1.22.1.2. (continued)

i. A Satellite Principal made a presentation about Project: PEGASUS to approximately 800 persons attending the annual meeting of the Southern Association of Colleges and Schools in Houston, Texas, December 9-12, 1973.

j. In early 1974 the American Institute for Research requested and was sent a descriptive written summary concerning the PEGASUS Reading Program. Subsequently, PEGASUS was nominated by this O.E. contractor as an exemplary reading program worthy of consideration for a forthcoming Right to Read publication.

k. The 1974 Annual Report of the President's National Advisory Council on Supplementary Centers and Services devoted to "Sharing Educational Success" featured a report on Project: PEGASUS and six other I/V/D projects.

l. In May, 1974, the Project: PEGASUS staff presented a Symposium at the International Reading Associations' annual meeting in New Orleans, Louisiana. The multi-media presentation entitled "Project: PEGASUS--Becoming Better Teachers of Reading: Helping Learners Achieve Success" included an overview of Project: PEGASUS, description of the staff development activities, micro-teaching workshops, and the Continuous Progress Reading Materials. Informative project brochures were given to the approximately 75 persons attending the Symposium.

m. During the final quarter several series of workshops were planned and conducted for non-project elementary school teachers and principals in the Tuscaloosa City Schools. These workshop participants viewed video taped demonstration reading lessons, learned about diagnostic procedures, systematic record keeping, learned various approaches to the teaching of reading, examined new reading materials and and participated in many other project activities. In addition to the workshop for elementary personnel, similar ones were held for twenty-eight junior high school English teachers in the Tuscaloosa City Schools.

1.22.1.3. Management Time Line (Gantt Chart)

The management process has been directly concerned with the operational events and task completion requirements noted on the Gantt Charts (Figure 14, page 102, above) for the following project functions:

a. Fiscal and Overall Project Reports,

b. Project Evaluation,

c. Educational Program Audit,

d. Management of the Instructional Component,

e. Management of the Staff Development Component,

f. Management of the Community Involvement Component.

Detailed attention was given to the assessment of each area of project management in the Final Evaluation Report, June 28, 1974, pages 7 - 15.

1.22.1.4. A Plan for Educational Program Auditing

All aspects of project management and evaluation were periodically assessed by any independent certified Educational Program Auditor. The audit plan was correlated with project evaluation functions (Figure 13-b, page 101, above) and was built into the performance contract which was negotiated each year with the program auditor.

Services provided the project by the E. P. A. include the following:

a. Conducting three on-site visits (during the preliminary, interim, and final audit periods) for the purpose of monitoring the functions of the project's major components, conferring with project staff, observing project management, sampling audit evaluation procedures, etc.

b. Preparing a critique of the evaluation design and the Preliminary Audit Report.

1.22.1.4. (Continued)

c. Holding progress report meetings with the superintendent, the project director, and the evaluator, as needed, in order to assure open communications and to discuss recommendations.

d. Auditing a random sample of Gates-MacGinitie pre-tests for accuracy in scoring, recording, preparing data, etc. Auditing other product and process evaluation materials as well as the Interim Evaluation Report.

e. On the basis of these activities, preparing the Interim Educational Program Audit Report.

f. Auditing a random sample of Gates-MacGinitie post-tests for accuracy in scoring, recording, preparing data, etc. Auditing other product and process evaluation materials as well as the Final Evaluation Report.

g. On the basis of these activities, preparing the Final Educational Program Audit Report.

1.22.2 Instructional Component

A description of the Instructional Component has been given in Section 1.11., Narrative Description of Program, and Section 1.12., Program Schedule, of this document. To avoid redundancy, please refer to pages 24-37, above.

1.22.3. Staff Development Component

A description of Staff Development functions will be found in Section 1.13.2.2., pages 73-82, of this document.

1.22.4. Community Involvement Component

A description of Community Involvement functions will be found in Section 1.13.2.3., pages 83-85, of this document.

1.23. DESCRIPTION OF PROGRAM STAGES

Please refer to the descriptions of program stages which were analyzed in Section 1.21., pages 94-98.

1.24. TRAINING REQUIRED OF ADOPTERS

Although the PEGASUS-PACE program is considered to be highly exportable, some adopter staff training is considered necessary both prior to and during the implementation of the project. Relevant staff development activities would include the following:

1. Administering an informal reading inventory to determine a student's initial entry reading level;
2. Introduction to the organization of the PEGASUS-PACE Continuous Progress Reading Materials; learning and practicing the procedures involved with using the diagnostic materials;
3. Examining and selecting instructional materials geared to specific reading behavioral objectives;
4. Systematic observation skills such as classroom verbal interaction analysis and levels of cognition analysis (within the context of micro-teaching);
5. Developing a resource file of Plans for Skills Development Activities.
6. Studying various approaches used to teach reading.

Figures 15a, 15b, 15c, and 15d present the schedule for a recent PEGASUS-PACE workshop for out-of-state potential adopters. This staff training began with awareness-level experiences for two parallel groups of participants, each of which was widely representative of educational roles. The project staff envisions a future workshop (possibly in June, 1975) planned specifically for the training of trainers.

ESEA Title III
Project: PEGASUS-PACE
Tuscaloosa City Schools
1100 - 21st Street, East
Tuscaloosa, Alabama 35401

PEGASUS-PACE WORKSHOP
for Out-of-State
Potential Adopters
February 5, 6, and 7, 1975

Morning and Afternoon Sessions

Wednesday, February 5, 1975

8:15 - 8:45	REGISTRATION	Learning Resources Center Library
8:45 - 9:00	WELCOME Dr. Hugh H. Stegall Superintendent Dr. Nora Price Director of Instruction	Learning Resources Center Auditorium

Module 1 9:00 - 10:00	OVERVIEW AND SLIDES Marie Sinclair Project Director	L.R.C. Auditorium
10:00 - 10:15	BREAK	L.R.C. Library
Module 2 10:15 - 11:00	Track I INFORMAL INVENTORY Louise Crawford Curriculum Associate L.R.C. Auditorium	Track II INFORMAL INVENTORY Becky Wooldridge Curriculum Associate Board Room
Module 3 11:00 - 12:00	Track I DIAGNOSTIC PROCEDURES Gay Estes , Curriculum Associate L.R.C. Auditorium	Track II DIAGNOSTIC PROCEDURES Elizabeth Cheshire Curriculum Associate Board Room
12:00 - 1:30	LUNCH —— On your own (map available)	
Module 4 1:30 - 2:45	Track I BRIEF REVIEW, SCORING PROCEDURES and PLANNING for SUB-GROUPING Louise Crawford Gay Estes Curriculum Associates L.R.C. Auditorium	Track II BRIEF REVIEW, SCORING PROCEDURES, and PLANNING for SUB-GROUPING Elizabeth Cheshire Becky Wooldridge Curriculum Associates L.R.C. Library
Module 5 2:45 - 3:15	COMMUNITY INVOLVEMENT Mr. Tom Joiner Community Council Chairman PLANNING FOR SCHOOL VISITATION Marie Sinclair Project Director	L.R.C. Auditorium L.R.C. Auditorium

Figure 15-a

ESEA Title III
Project: PEGASUS-PACE
Tuscaloosa City Schools
1100 - 21st Street, East
Tuscaloosa, Alabama 35401

PEGASUS-PACE WORKSHOP
for Out-of-State
Potential Adopters
February 5, 6, and 7, 1975

ASSIGNMENT OF GROUPS FOR CLASSROOM OBSERVATION

Thursday Morning, February 6

Groups for Stafford and Woodland Forrest Elementary Schools depart from the City Board of Education promptly at 8:15 a.m. Please come to the Board Room at 8:00 a.m. These groups will return to the City Board of Education at 11:00 a.m. for a Workshop Session.

The groups for Northington Elementary School will meet in the L.R.C. Auditorium at 8:15 a.m. for a Workshop Session, and will depart for their observation at 9:40 a.m.

STAFFORD (1st)	STAFFORD (2nd)	NORTHINGTON (3rd)
Mrs. Fannye Gray	Mrs. Nancy Alexander	Mrs. Erin Sledge
Brenda Mayes	Carrie Webster	Jan Arthur
Cheryl H. Lee	Ellen Davis	Rita Owens
Sadie C. Barnes	*Frances Thompson	Mary Gillard
Susie Unger	James Moses	Jane Runnels
Wanda Harbin	*Warren Mitchell	Lucille Barnett
Lohrone Cannon	Carol Morrow	Judy Mathis
Clarence J. Fennell	Kathy Schultz	Carolyn Powell
Sarah Baker		

NORTHINGTON (4th)	NORTHINGTON (5th)	WOODLAND FORREST (6th)
Mrs. Ann Hill	Mrs. Juanita Thompson	Mrs. Sue Beverage
Judy Godfrey	Betty Miley	Lana Sweatt
H. David Nettles	Alpha Wilson	Marie White
Mary Hogarth	Barbara Morton	Marion Smith
Sheila Jackson	Connie Brooks	Emmie Atkinson
Michael Splvack	Isabel Dixon	Charles Barthe
Patricia Kuby	Martha Howard	George Shelley
John Herndon	Arthur Spangenberg	Glenna Meade
	Betty Roberson	*Thomas L. Brock

*Drivers

ESEA Title III
Project: PEGASUS-PACE
Tuscaloosa City Schools
1100 - 21st Street, East
Tuscaloosa, Alabama 35401

PEGASUS-PACE WORKSHOP
for Out-of-State
Potential Adopters
February 5, 6, and 7, 1975

Morning and Afternoon Sessions

Thursday, February 6, 1975

Module 6 8:00 - 12:00	Track I (Stafford and Woodland Forrest Groups) 8:00 - Board Room 8:15 - 11:00 - Observation at Stafford or Woodland Forrest 11:00 - 12:00 - RECORD KEEPING Becky Wooldridge Curriculum Associate L.R.C. Auditorium	Track II (Northington Group) 8:15 - RECORD KEEPING Elizabeth Cheshire Curriculum Associate L.R.C. Auditorium 9:40 - 11:30 - Observation at Northington School
12:00 - 1:30	LUNCH —— On your own (map available)	
Module 7 1:30 - 3:00	Track I (Primary) BASAL APPROACH, EMPHASIZING BARRETT'S TAXONOMY Louise Crawford Becky Wooldridge Curriculum Associates L.R.C. Auditorium	Track II (Upper Elementary) BASAL APPROACH, EMPHASIZING BARRETT'S TAXONOMY Elizabeth Cheshire Gay Estes Curriculum Associates Board Room

Track I

Warren Mitchell
Pat Kuby
Charles Barthe
Judy Mathis
Brenda Mayes
Emmie Atkinson
George Shelley
Kathy Schultz
Sadie Barnes
F. Marion Smith
Martha Howard
Mary H. Gillard
Cheryl Lee
Ellen Davis
Sarah Baker
Susan Unger
Wanda Harbin
Carrie Webster

Track II

Connie Brooks
Rita Owens
Betty Miley
Barbara Morton
Isabel Dixon
Michael Splvack
Clarence Fennell
Sheila Jackson
James Moses
John Herndon
Jan Arthur
Jane Runnels
Alpha Wilson
Frances Thompson
David Nettles
Lucille Barnett
Glenna Meade
Mary Hogarth
Lohrone Cannon
Lana Sweatt
T. L. Brock
Judy Godfrey

Figure 15-c

ESEA Title III
Project: PEGASUS-PACE
Tuscaloosa City Schools
1100 - 21st Street East
Tuscaloosa, Alabama 35401

PEGASUS-PACE WORKSHOP
for Out-of-State
Potential Adopters
February 5, 6, and 7, 1975

Morning Sessions

Friday, February 7, 1975

Module 8 8:30 - 9:00	WASHINGTON CALLING . . . Mr. Gene Engle, OE Program Officer THE STATE TITLE III SCENE . . . Mr. W. T. McNeil, Alabama Title III Coordinator		L.R.C. Auditorium
Module 9 9:00 - 10:30	Activity A PRACTICE SESSION FOR DEVELOPING RESOURCES AND PLANNING FOR INSTRUCTION Becky Wooldridge Louise Crawford Curriculum Associates L.R.C. Library Sarah W. Baker Ellen D. Davis Cheryl Lee Mary H. Gillard Martha Howard Mary Lee Hogarth Glenna Meade	Activity B INTERACTION ANALYSIS OTHER APPROACHES TO TEACHING READING Gay Estes Curriculum Associate L.R.C. Auditorium Brenda Mayes Judy Mathis Charles Barthe Pat Kuby Warren Mitchell Michael Splvack Isabel R. Dixon Barbara Morton Betty Miley Marie White Rita Owens Connie Brooks	Activity C PROJECT MANAGEMENT, EVALUATION, STAFF DEVELOPMENT Marie Sinclair, Project Director Steve Hebbler, Evaluation Associate PEGASUS-PACE Office Area F. Marion Smith Sadie Barnes Kathy Schultz George Shelley Emmie Atkinson Lucille Barnett David H. Nettles Frances Thompson Alpha E. Wilson Jane Runnels Jan Arthur John Herndon James Moses Sheila Jackson Clarence Fennell
10:30 - 10:45	BREAK		
10:45 - 11:30	FEEDBACK AND EVALUATION Marie Sinclair and Staff		L.R.C. Auditorium

Thank you for your interest in our program.

Figure 15-d

1.25. OTHER NECESSARY ADOPTER INFORMATION

In order to negotiate the adoption of PEGASUS-PACE it will be necessary to make application by means of a state Title III proposal outline or by following this PEGASUS-PACE outline:

Application for Adoption of PEGASUS-PACE

1. Summary Statement of Needs Assessment,
   a. Procedures used in needs assessment,
   b. Findings of needs assessment;
2. Brief Explanation Why This Need Was Chosen Over Others;
3. Brief Explanation Why and How the Implementation of PEGASUS-PACE is Expected to Fulfill the Priority Need;
4. Performance Objectives Defined by Adoption (Product and Process Objectives);
5. Evaluation Procedure for Each Objective (Product and Process);
6. Description of Proposed Implementation of PEGASUS-PACE (Include schools, target population, student characteristics, type of instructional organization, local staff development resources, material resources, etc.);
7. Time Line of Completion Dates for Major Tasks, Events, etc.

Upon acceptance of the appropriate application, the adoption procedures will be completed by negotiating a mutually acceptable memorandum of agreement. During the implementation of the PEGASUS-PACE program, the following progress report and feedback form will be utilized by the adopters:

ESEA Title III
Project: PEGASUS-PACE
Tuscaloosa City Schools
1100 - 21st Street East
Tuscaloosa, Alabama 35401

Adopting State _____

School District _____

School _____

ADOPTION PROGRESS REPORT FORM

Report prepared by _____ Date _____

School Address _____

City _____ State _____ Zip _____ Phone _____

Principal _____ Number of Teacher Participants _____ Number of Student Participants _____

For each of the following aspects of program adoption, please describe progress made during the present reporting period ending _____.
Date

PROGRESS REPORTED	FEEDBACK NEEDED FROM PEGASUS-PACE
1. The degree to which informal reading inventories have been administered to students entering the PEGASUS-PACE Continuous Progress Reading Program:	1.
2. The degree to which the appropriate diagnostic instruments have been administered to the students in the program.	2.
3. The degree to which teachers are using the Sub-Grouping Charts as a basis for sub-grouping students according to diagnosed need.	3.
4. The degree to which teachers are in the process of developing learning activities for a reading resource file in order to personalize diagnosed instructional needs of students.	4.

5. The degree to which teachers are reporting to students and parents in a manner appropriate to the PEGASUS-PACE Continuous Progress Program.	5.
6. The specific staff development activities which have occurred to this point.	6.
7. The possible staff development plans that have been made for the future.	7.
8. Any pre-post summative evaluation activity which has been conducted.	8.

If any problems have been encountered during this reporting period, please describe the strategies used to resolve them.

Other Comments and Questions:

PEGASUS-PACE

CONTINUOUS PROGRESS

READING PROGRAM:

Bringing It into Focus for Facilitators.

Project: PEGASUS-PACE
ESEA Title II, Section 306
Tuscaloosa City Board of Education
1100 - 21st Street, East
Tuscaloosa, Alabama 35401

Submitted by

Marie Sinclair, Project Director

December 2, 1974

(Revised: 2-14-75)

CS 001 823

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DEVELOPER-DEMONSTRATOR PROJECT CATALOG ENTRIES

(Please Type)

PART TWO: STATE FACILITATOR INFORMATION

2.0. USER'S INFORMATION: *(Please Leave Blank)*

2.0.1. COMPLETION STATUS: /_/_/_/ 2.0.2. DATE: /_/_/_/_/_/_/

2.0.3. DDC CODE NUMBER: /_/_/_/ 2.0.4. SFC CODE NUMBER: /_/_/_/

2.1. DESCRIPTIVE TITLE OF PROGRAM:

Project: PEGASUS-PACE

PEGASUS: Personalized Educational Growth and Achievement; Selective Utilization of Staff

PACE: Personalized Approach to Continuous Education

2.2. LOCATION OF DEVELOPER-DEMONSTRATOR PROJECT SITE:

Dr. Marie Sinclair	Area Code (205) 758-3845	
(Name of Contact Person)	Telephone	
Tuscaloosa	Alabama	35401
(City)	(State)	(Zip Code)

2.3. AVAILABLE AWARENESS MATERIAL:

TYPE	YES/NO	COST/BASIS	DATE AVAILABLE TO STATE FACILITATOR
A. INITIAL AWARENESS BROCHURE(S)	YES (2)	5 each, free	Already mailed to each facilitator.
B. DETAILED WRITTEN DESCRIPTION OF PROGRAM (133 page Project Descriptive Report)	YES	1 free	Already mailed to each facilitator.
C. MATCH/MISMATCH MATERIALS (See 2.3.B. and 2.3.E.)		1 free	Already mailed.
D. TRANSPORTABLE AUDIO-VISUAL PROGRAM PRESENTATION	Not yet transportable	Probably on loan basis.	January, 1975
E. RESEARCH AND/OR EVALUATION REPORTS (PEGASUS Final Evaluation Report (6-28-74))	YES	1 free	Already mailed to each facilitator.
F. OTHER *(Specify)* Portfolio of Specimen Sets of diagnostic materials for four different levels.	YES	1 free	Already mailed to each facilitator.

2.4. AVAILABLE ADOPTION EFFORT MATERIALS:

TYPE	YES/NO	COST/BASIS	DATE AVAILABLE TO STATE FACILITATOR
G. LETTERS OF ACCOLADE	YES	free	Upon request.
H. NEWSLETTERS (in Quarterly Status Report)	YES	free	Upon request.
I. SUMMARIES OF ADOPTER RESEARCH AND/OR EVALUATION REPORTS	YES	1 free	Upon request after 6-30-75.
J. DESCRIPTION OF THE ADOPTION PROCESS (Project: TRIAD Application)	YES	1 free	Already mailed to each facilitator.
K. TRAINING MANUALS Teacher guide for each diagnostic level.	YES	see below	January, 1975
L. OTHER *(Specify)* Complete volume of PEGASUS-PACE Continuous Progress Reading Materials (For each of 17 levels: Objectives and Check Sheet, Teacher Guide and Key, Diagnostic Instrument, and Answer Sheet for Levels 9-16.)	YES	$35.00	January, 1975

PART TWO: FACILITATOR INFORMATION

2.5. ADOPTERS OF PROGRAM TO DATE: *(If any)*

CONTACT PERSON/PHONE	SCHOOL/AGENCY	ADDRESS	DATE IMPLEMENTED
Mrs. Judith Puhr, Principal 205/553-9630	Holy Spirit Catholic School	711 37th Street East Tuscaloosa, Alabama 35401	September 1974
Mr. Samuel E. Williams, Principal 205/758-5042	Central School Elem. Sch. (Tuscaloosa City Schools)	3015 - 15th Street Tuscaloosa, Alabama 35401	September 1974
Mr. James H. Henderson, Principal 205/553-6281	East End School Elem. Sch. (Tuscaloosa City Schools)	2200-2nd Street East Tuscaloosa, Alabama 35401	September 1974
Mr. Dewey C. Bain, Principal 205/752-2361	Parkview School Elem. Sch. Tuscaloosa City Schools)	1103-17th Street Tuscaloosa, Alabama 35401	September 1974
Mrs. Carolyn Payne, Principal 205/758-7225	Skyland School Elem. Sch. (Tuscaloosa City Schools)	310 Skyland Boulevard Tuscaloosa, Alabama 35401	September 1974
Mrs. Myrtle E. Gray, Principal 205/752-2341	Stillman Heights Elem. Sch. (Tuscaloosa City Schools)	3834-21st Street Tuscaloosa, Alabama 35401	September 1974
Mr. E. O. Jones, Principal 205/759-1539	Thirty-Second Elem. Sch. (Tuscaloosa City Schools)	2430-32nd Avenue Tuscaloosa, Alabama 35401	September 1974
Mr. Roosevelt Coleman, Principal 205/758-5500	Twentieth Street Elem. Sch (Tuscaloosa City Schools)	2010-27th Avenue Tuscaloosa, Alabama 35401	September 1974
Mrs. Kathryn Powell, Curriculum Coordinator 914/864-3302	Johnson County Board of Education	Box 110 Wrightsville, Georgia 31096	Funded by Georgia Title III FY75 to adopt.
Mr. Jack Friesen, Principal	Okarche Public Schools Okarche Elementary School	510 North Second Okarche, Oklahoma 73762	Adopted by School Board November, 1974.
Mrs. Betty Miley, Principal Mr. Marion Smith, Assistant Principal	Hampton County, S.C. North District One	Brunson, South Carolina 29911	March 1975
Miss Emmie Atkinson, Assistant Superintendent for Instruction	Marion County, S.C. District One	Marion, South Carolina 29571	March 1975
Mr. Roger Handley, Title I Coordinator Mrs. Joyce Jones, Elementary Supervisor	Fayette County, Alabama (3 schools)	Fayette, Alabama 35546	Alabama Title III Proposal January 1975
Mrs. Cheryl Hendress Reading Coordinator	Bureau County Education Service Region (20-24 schools)	Princeton, Illinois 61356	Illinois Title III Proposal December 1974

PART TWO: FACILITATOR INFORMATION

2.6. LEARNER-BASED "PRODUCT" OBJECTIVES OF PEGASUS (FY72-FY74)

Instructional Component (Product Objectives)

PRODUCT Objective II-INSTR.A.2.a.(1).

At the end of each operational year (May) the performance by Primary Target Children of primary instructional reading levels on alternate forms of the appropriate (Primary A or Primary B) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows: a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level; b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level; c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.

PRODUCT Objective II-INSTR.A.2.a.(2).

At the end of each operational year (May) the performance by Primary Target Children of intermediate instructional reading levels on alternate forms of the appropriate (Primary C or Survey D) Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows: a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level; b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level; c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.

PRODUCT Objective II-INSTR.A.2.a.(3).

At the end of each operational year (May) the performance by Primary Target Children of upper elementary instructional reading levels on alternate forms of Survey D, Gates-MacGinitie Reading Test will demonstrate their accelerated gains over past (September) performance in basic vocabulary and comprehension skills as follows: a. 30% either will have gained at least 1.8 years in grade placement or will score at least 1.0 year above their grade level; b. An additional 25% (or a total of 55%) either will have gained at least 1.3 years in grade placement or will score at least .5 year above their grade level; c. An additional 20% (or a total of 75%) either will have gained at least .8 year in grade placement or will score at or above their grade level.

2.6.1. LEARNER-BASED "PRODUCT" OBJECTIVES OF PROJECT: TRIAD (FY75), AN ADOPTION OF THE PEGASUS-PACE PROGRAM IN EIGHT SCHOOLS.

Throughout the course of Project: PEGASUS the staff recognized the need for a more sophisticated method of evaluating student progress in terms of student ability. During FY74 the doctoral study of the PEGASUS Curriculum/Evaluation Associate was directed toward investigating a method for predicting estimated gain in elementary reading achievement scores based upon IQ scores as well as reading achievement pretest scores.

The results of this graduate study substantiated the development of the TRIAD Expectancy Chart, which follows in the body of this report. (Documentation is on file in the project office.) This method employs the stanine of each measure rather than actual scores.

EIGHT MONTHS' PROGRESS EXPECTATION FOR TRIAD STUDENTS

STANINES - Based on Standardized Achievement Test Scores

STANINES Based on Mental Maturity Test Scores	1	2	3	4	5	6	7	8	9
1	.2	.2	.1	-	-	-	-	-	-
2	.4	.3	.3	.2	.1	-	-	-	-
3	.6	.6	.5	.5	.4	.2	.1	-	-
4	.9	.7	.7	.6	.6	.5	.2	.1	-
5	1.4	1.2	1.0	.9	.8	.7	.6	.4	.1
6	1.7	1.5	1.4	1.2	1.0	.8	.6	.5	.3
7	1.9	1.7	1.6	1.4	1.3	1.1	1.0	.9	.8
8	2.2	2.0	1.8	1.6	1.4	1.2	1.0	.8	.7
9	2.4	2.1	1.8	1.6	1.4	1.2	1.0	.8	.6

Figure 1

2.6.1. (continued)

The FY75 Learner-Based Product Objectives for the implementation of the PEGASUS-PACE program in eight varying educational environments in Project: TRIAD are based on this expectancy chart. The PEGASUS program was developed and implemented with a primary target population in a central city school where student achievement and mental ability had been determined statistically to be quite average, or a little below average. Their success in attaining the PEGASUS product objectives for learners is a matter of record. These students, of course, would not be considered an inner-city population; nor were they poor rural. Neither, however, were they representative of affluent suburban families. For the full spectrum of possible student achievement and socio-economic background, it is believed that the following TRIAD product objectives may be more appropriate for potential adopters than the original Project: PEGASUS (FY72-FY74) objectives.

These TRIAD learner-based product objectives for potential adopters are the following:

Objective 2.1. (Instr. Product).
At the end of each operational year (May) 80% of the TRIAD-Vegas Target Students (enrolled in classes taught by the Vegas Teams of project teachers and provided reading instruction through the Project: PEGASUS - Personalized Approach to Continuous Education) will demonstrate pre-post (September to May) gains on equivalent forms of appropriate levels of the Gates-MacGinitie Reading Test at the rate indicated on the Year's Progress Expectation Chart. (See Objective 1.3., page 13, for explanation of TRIAD-Vegas.)

Objective 2.2. (Instr. Product).
At the end of each operational year (May) 80% of the TRIAD-Comets Target Students (enrolled in classes taught by the Comets Teams of project teachers and provided reading instruction through the Project: PEGASUS - Personalized Approach to Continuous Education) will demonstrate pre-post (September to May) gains on equivalent forms of appropriate levels of the Gates-MacGinitie Reading Test at the rate indicated on the Year's Progress Expectation Chart. (See Objective 1.3., page 13, for explanation of TRIAD-Comets.)

2.6.1. (continued)

Objective 2.3. (Instr. Product).
At the end of each operational year (May) 80% of the TRIAD-Galaxies Target Students (enrolled in classes taught by the Galaxies Teams of project teachers and provided reading instruction through the Project: PEGASUS - Personalized Approach to Continuous Education) will demonstrate pre-post (September to May) gains on equivalent forms of appropriate levels of the Gates-MacGinitie Reading Test at the rate indicated on the Year's Progress Expectation Chart. (See Objective 1.3., page 13, for explanation of TRIAD-Galaxies.)

2.7. LEARNER-BASED "PROCESS" OBJECTIVES OF PEGASUS (FY72-FY74)

Instructional Component (Process or Activities)

NOTE: The following process objectives were performed by Project: PEGASUS participating teachers as a means of enabling the personalized instructional process to take place for learners. Students are engaged in the concomitant learning process, of course, but the objectives were written for teachers as enablers.

During each operational year the project instructional personnel will perform the following activities to achieve the Instructional Product Objectives:

PROCESS Objective II-INSTR.A.2.b.(1).

Find, study, and develop instructional materials and learning activities, and identify the reading objectives within appropriate levels for which they are relevant.

PROCESS Objective II-INSTR.A.2.b.(2).

Determine initial entry learning levels of new students by: (a) administering the appropriate levels of project developed informal reading inventories; and (b) administering the appropriate level, as determined by the results of the informal inventory, of the Reading Diagnostic Instrument (Revised), Tuscaloosa City Schools. Document the administration and scoring of this instrument and record test results. The Coordinating Teacher will be responsible to the Curriculum Associate for arranging for the administration, scoring, and interpreting of the diagnostic tests.

PROCESS Objective II-INSTR.A.2.b.(3).

Conduct formative evaluation as an integral part of the teaching-learning process in reading, specifically: a. Administer the appropriate level of the Diagnostic Instrument and record results on the Reading Skills Check Lists, Individual Progress Record, and the Master Record Sheet; b. Group and sub-group children for

2.7. (continued)

learning experiences; c. Prescribe instructional methods and materials; d. Check mastery of objectives; e. Provide feedback on the child's performance...to child in individual conference... to children in small groups...to parents in conferences; f. Use results of evaluation to regroup and make new learning prescriptions.

PROCESS Objective II-INSTR.A.2.b.(4).

Execute the teaching strategies which have been prescribed for individual children and for groups, as follows: a. with total reading group; b. with sub-groups; c. with an individual child.

2.7.1. LEARNER-BASED "PROCESS" OBJECTIVES OF PROJECT: TRIAD (FY75), AN ADOPTION OF THE PEGASUS-PACE PROGRAM IN EIGHT SCHOOLS.

Instructional Component (Process or Activities)

NOTE: The following process objectives are being performed by adopting TRIAD instructional personnel as a means of enabling the personalized instructional process to take place for learners. Students are engaged in the concomitant learning process, of course, but the objectives were written for teachers as enablers.

These objectives relate directly to adopting the validated PEGASUS-PACE (Personalized Approach to Continuous Education) program. Although they were drawn from the PEGASUS (FY72-FY74) Instructional Process Objectives, they afford more specific directions for adopters. For example, provision is made for comparison of achievement gains among three variable staff arrangements, and special conditions are cited in regard to the collection of self-report data from teachers implementing the validated PEGASUS program.

Objective 2.4. (Instr. Process).
As a means of examining statistically the accelerated learner achievement aspect of the PEGASUS-PACE Adoption Model, the project director and staff will make comparisons among the three student target groups (TRIAD-Vegas, TRIAD-Comets, and TRIAD-Galaxies), specifically the extent to which their actual gain (pre-post, September to May) exceeds their expected gain, as measured on equivalent forms of appropriate levels of the Gates-MacGinitie Reading Test. (See the Progress Expectation Chart on page 4 of this document.)

Objective 2.5. (Instr. Process).
(PEGASUS-PERSONALIZED APPROACH TO CONTINUOUS EDUCATION---PREPARATION FOR INSTRUCTION.) During each operational year the teacher participants functioning in each of the three implementation organizational arrange-

2.7.1. (continued)

ments (TRIAD-Vegas, TRIAD-Comets, and TRIAD-Galaxies) will employ the PEGASUS - Personalized Approach to Continuous Education in preparing for reading instruction for project target students as follows:

a. Find and study instructional materials and activities and relate to specific objectives.
b. Develop instructional materials and activities for specific objectives.

Objective 2.6. (Instr. Process).
(PEGASUS-PERSONALIZED APPROACH TO CONTINUOUS EDUCATION---INSTRUCTIONAL AND FORMATIVE EVALUATION CYCLE.) During each operational year the teacher participants functioning in each of the three implementation organizational arrangements (TRIAD-Vegas, TRIAD-Comets, and TRIAD-Galaxies) will employ the PEGASUS - Personalized Approach to Continuous Education and conduct formative evaluation as an integral part of the teaching-learning process for project target students, specifically:

a. Administer informal reading inventories to determine initial reading levels; document administration and scoring and record results,
b. Administer diagnostic instruments; document administration and scoring and record test results,
c. Group and sub-group learners for instruction on the basis of charted results of the diagnostics and other pertinent information,
d. Determine methods and prescribe materials (instructional planning for a particular child or group),
e. Execute the teaching strategies prescribed for mastery of skills
   ... with a total instructional group
   ... with sub-groups
   ... with individual learners,
f. Check for mastery of objectives,
g. Provide feedback from formative evaluation
   ... to students in individual conferences
   ... to students in small groups
   ... to parents in conferences,
h. Use results of formative evaluation to regroup and make new learning prescriptions.

Special Conditions: Documentation of the accomplishment of Objectives 2.5. and 2.6. will be made on the Weekly PACE Report, a specimen copy of which follows in the body of this document. This adaptation of the PEGASUS Weekly Progress Report provides the means for collecting self-report data from teachers implementing the PEGASUS-PACE program. Other documentation will be recorded on an Individual Learner's Progress Record, a Master Record Sheet, and Chart for Sub-Grouping, as well as on the scored diagnostics and informal inventories. Each of these items is available for adoption from the validated PEGASUS program.

ESEA Title III
Projects: PEGASUS-PACE-TRIAD
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401
(Revised 9-6-74)

Weekly PACE Report

School Number_____

Teacher Number_____

Teacher Name_____

Week Ending_____

ARRANGEMENT OF STUDENTS

1. Total No. of Students	Total No. of Levels	Number of Sub-Groups	Number of Children in Each Sub-Group				Number Receiving Indiv. Instr.
2. Comprehension Skill Groups							
3. Word Analysis and Study Skill Groups							

INSTRUCTIONAL COMPONENT PROCESS OBJECTIVES 2.5. and 2.6.
Employing the PEGASUS-PACE-TRIAD (Personalized Approach to Continuous Education)

	Percent of Class Time	Hours Out-Side Class
PREPARATION FOR INSTRUCTION		
Obj. 2.5.a. find and study instructional materials and activities and relate to specific objectives.		____
b. develop instructional materials and activities for specific objectives.		____
Obj. 2.6. PACE INSTRUCTIONAL AND FORMATIVE EVALUATION CYCLE		
a. administer informal reading inventories to determine initial reading levels, and record results.	____	____
b. administer diagnostic instrument and record results.	____	____
c. group and sub-group learners on the basis of charted results of diagnostics and other information.	____	____
d. determine methods and prescribe materials (instructional planning for a particular child or group).	____	____
e. Execute teaching strategies		
(1) with total group,	____	
(2) with sub-groups,	____	
(3) with individual learners,	____	____
f. check for mastery of objectives,	____	____
g. provide feedback from formative evaluation		
(1) to students in individual conferences	____	____
(2) to students in small groups	____	
(3) to parents in conferences.	____	____
h. use results of formative evaluation to regroup and make new learning prescriptions	____	____
ENCROACHMENTS UPON CLASS TIME	____	
TOTAL CLASS TIME	Your Total ____	Must Equal 100%

Figure 2

2.8. OTHER "PRODUCT" OBJECTIVES OF PEGASUS (FY72-FY74)

Staff Development Component (Product Objectives)

The innovative aspect of Project: PEGASUS (Formal Proposal dated May 17, 1971) was the local development and implementation of a continuous progress reading program for elementary students through the organizational arrangement of a differentiated staff. Before that time differentiated staffing, insofar as is known, had not been operational in Alabama. The following Staff Development product objectives give attention to this important aspect of Project: PEGASUS:

PRODUCT Objective II-STAFF DEVEL.A.2.a.(1).

During each project operational year the Project Director and other instructional staff members will revise, as needed, the following lists, charts, written agreements, etc. which are basic to the development of a differentiated instructional staff: (a) Written (tentative) job descriptions for each non-professional as well as for each professional staff position; (b) A graphic organization chart for project personnel, including the instructional career ladder of hierarchical positions through which classroom aides, cadette student teachers, and other instructional personnel may progressively move; (c) A graphic organization chart depicting the relationship of the Project Director to the school system; (d) Memorandum of Agreement between Project and Satellite School, delineating criteria for selection of Satellite Schools as well as the responsibilities of both parties.

PRODUCT Objective II-STAFF DEVEL.A.2.a.(2).

An increased efficiency in differentiation of staffing and in the provision of personalized instruction will be evidenced by the instructional personnel: a. The instructional personnel will evolve an increasingly efficient differentiated staffing operation. This will be evidenced by an increased correspondence between defined roles and performance of those roles. The degree of correspondence will be determined by comparing the various recorded activities of individuals with their respective role definitions. b. The instructional personnel will increasingly personalize instruction. This will be evidenced by their assigning tasks to children on the basis of their diagnosed reading deficiencies and by their increased use of one-to-one and small group instruction to overcome these differentiated weaknesses.

2.8. (continued)

Community Involvement Component (Product Objectives)

PRODUCT Objective II-COMM. INVOLV.A.2.a.(1).

During each operational year at least 60% of the Primary Target School enrollment will be represented by parent participation in two scheduled parent-teacher conferences.

PRODUCT Objective II-COMM. INVOLV.A.2.a.(2).

Community Council involvement and interest will be demonstrated by 60% attendance at the scheduled meetings. Minutes of the Community Council meetings will constitute the basic data for assessing the degree of involvement.

PRODUCT Objective II-COMM. INVOLV.A.2.a.(3).

Community involvement and interest in the program will be demonstrated by the attendance of at least two hundred people at a project-sponsored open house at the Primary Target School.

2.8.1. OTHER "PRODUCT" OBJECTIVES OF PROJECT: TRIAD (FY75), AN ADOPTION OF THE PEGASUS-PACE PROGRAM IN EIGHT SCHOOLS.

The major thrust of Project: TRIAD is to field test, refine, and demonstrate the TRIAD operational model for Replication/Institutionalization/Adaption of validated Title III projects in educational settings other than those in which success was demonstrated. Therein lies its promise for facilitating the adoption process, and therein lies its innovative purpose. The tentative draft of the model (also known as the PEGASUS-PACE adoption model) follows in the body of this document.

In fulfilling the purpose of "Testing a Replication/Institutionalization/Adaption Design," the validated PEGASUS-PACE Continuous Progress Reading Program was selected for adoption in seven public and one non-public elementary schools of varying educational environments. Because TRIAD functions are focused heavily upon studying the adoption process itself, however, some of its supportive product objectives go beyond those required for the regular adoption of PEGASUS-PACE.

. . LAD Model for PACE Adoption

(PEGASUS-PACE Adoption Model)

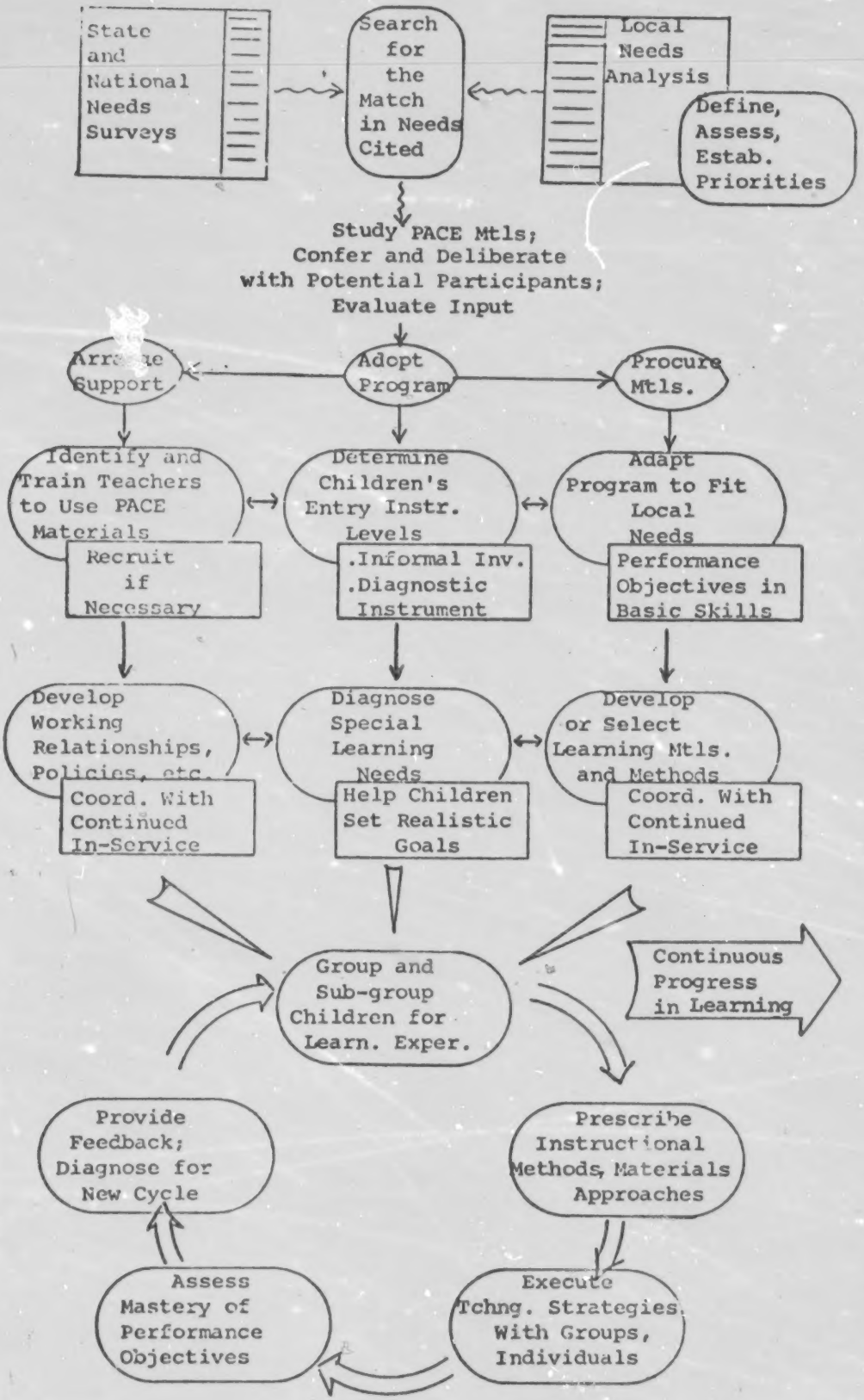
State and National Needs Surveys
Search for the Match in Needs Cited
Local Needs Analysis
Define, Assess, Estab. Priorities
Study PACE Mtls; Confer and Deliberate with Potential Participants; Evaluate Input
Arrange Support
Adopt Program
Procure Mtls.
Identify and Train Teachers to Use PACE Materials
Recruit if Necessary
Determine Children's Entry Instr. Levels
.Informal Inv.
.Diagnostic Instrument
Adapt Program to Fit Local Needs
Performance Objectives in Basic Skills
Develop Working Relationships, Policies, etc.
Coord. With Continued In-Service
Diagnose Special Learning Needs
Help Children Set Realistic Goals
Develop or Select Learning Mtls. and Methods
Coord. With Continued In-Service
Group and Sub-group Children for Learn. Exper.
Continuous Progress in Learning
Provide Feedback; Diagnose for New Cycle
Prescribe Instructional Methods, Materials Approaches
Assess Mastery of Performance Objectives
Execute Tchng. Strategies With Groups, Individuals

Figure 3

2.8.1. (continued)

Management Component (Product Objectives)

Objective 1.1. (Mgt. Product)
The project director and staff will generate a tentative TRIAD Model for Adoption (Figure 3), which allows for operation variables such as the implementation organization of teacher participants, the structure and scheduling of workshops, the supervised initiation of workshop follow-up activities, etc.

Special Condition: It was necessary to meet this objective during the project planning phase. (See Figure 3, above.) This work becomes baseline data for field testing, refinement, etc. during the operation of the project.

Objective 1.2. (Mgt. Product)
The project director and staff will field test, refine and demonstrate a model for Replication/Institutionalization/ Adaption of a validated Personalized Approach to Continuous Education in educational settings other than those in which success has been demonstrated.

Special Conditions: The tentative TRIAD Model (Figure 3) becomes baseline data for this activity. The nationally validated Title III program selected to be implemented in the several different types of educational settings is the Continuous Progress Program in Reading, which was developed through the operation of Project: PEGASUS.

Objective 1.3. (Mgt. Product)
At the end of each operational year the project director and staff will examine statistically the results of several aspects of the functioning of the following implementation organizational variables within the TRIAD Model:

a. Vegas --- Grade level teams of teacher participants representing two or more elementary schools with similar educational needs.
b. Comets --- Cluster teams (across grade levels) of teacher participants from two or more elementary schools.
c. Galaxies --- Teams of teacher participants comprising a total elementary school faculty.

Special Conditions: Several other objectives will be derived from this Management objective: (1) Objective 2.4., an Instructional Component process objective related to students' achievement gain; (2) Objective 3.4., a Staff Development Component process objective related to teachers' self-report of personalized instruction activities; and (3) Objective 3.5., a Staff Development process objective related to teachers' gain in positive attitudes toward aspects of the PACE implementation.

2.8.1. (continued)

Objective 1.4. (Mgt. Product)
During the course of the first operational year the project director and staff will generate and publish (at the time of the final report) an occasional paper or a monograph concerning innovation adoption and the facilitation of educational change, which will be based upon professional study of relevant literature, etc., as well as on direct experience in operating the project.

Special Conditions: Through a cooperative arrangement with the University of Alabama, it may be possible for individuals to gain academic credit for this endeavor, which will be coordinated with project afternoon seminars and/or half-day workshops, to be defined subsequently in Staff Development objectives.

Staff Development Component (Product Objectives)

In the following two objectives for adopting schools, less explicit attention is given to differentiated staffing, although it is still considered to be a contributing factor to successful implementation.

Objective 3.1. (Stf. Dev. Product)
During each operational year the project director, staff, and administrative personnel will develop and revise as needed the following lists, charts, written agreements, etc., which are basic to the PEGASUS-PACE model for adoption of a validated innovative program:

a. Written (tentative) job description for each professional and non-professional staff position,
b. A graphic organization chart for project personnel, including the relationship of staff members to the various implementation organizational arrangements (TRIAD-Vegas, TRIAD-Comets, and TRIAD-Galaxies),
c. Memorandum of agreement between the project and each implementation organizational group of participating teachers and administrators.

Special Conditions: Documentation of the completion of each task will be recorded and maintained. Annual review of these products will be indicated, changes described, and reasons for changes noted.

Objective 3.2. (Stf. Dev. Product)
Instructional personnel will evidence increased efficiency in providing Personalized Approach to Continuous Education instruction by their increase in assigning tasks to students on the basis of their diagnosed reading instructional needs and by their increased use of one-to-one and small group instruction to overcome these differentiated weaknesses. Pre-post comparisons will be made between an early nine-weeks and latter nine-weeks self-report data collected on the Weekly PACE Reports (See page 9, above). Evaluation might also be based on instructional planning records, Charts for Sub-Grouping, as well as classroom observation.

2.8.1. (continued)

Community Involvement Component (Product Objectives)

Objective 4.1. (Com. Inv. Product)
During each operational year at least 60% of each target school's enrollment (TRIAD-Vegas, TRIAD-Comets, and TRIAD-Galaxies) will be represented by parent participation in at least two scheduled parent-teacher conferences. Principals' and teachers' records will be retained as documentation by means of which to determine the accomplishment of this objective.

Objective 4.2. (Com. Inv. Product)
Community Council involvement and interest will be demonstrated each operational year by their 60% attendance at the scheduled meetings. Minutes of the Community Council meetings will constitute the basic data for assessing the degree of involvement.

2.9. OTHER "PROCESS" OBJECTIVES OF PEGASUS (FY72-FY74)

Supporting the development of the prototype PEGASUS Continuous Progress Reading Program, process or enabling objectives were defined within Management, Staff Development, and Community Involvement Components as follows:

Overall Project Management (Process or Activities)

PROCESS Objective I.A.4.c.(Mgt.)(1).

Project Director, Project Associates, and Satellite Principals will install the major project components and operate the program in terms of the management time lines, with one week leeway before or after the dates.

2.9. (continued)

PROCESS Objecitve I.A.4.c.(Mgt.)(2).

Project Director and staff will document modifications in aspects of project operations as needed, including field testing of Reading Continuous Progress Materials.

PROCESS Objective I.A.4.c.(Mgt.)(3).

As problematic situations arise within the contest of decision making, the Project Director and staff will review the responsibilities of the project participants involved and will revise, if necessary, the relevant arrangements for recording and communicating decisions reached.

PROCESS Objective I.A.4.c.(Mgt.)(4).

The Project Director and staff will disseminate information about project functions through: a. One brochure per year to parents of the project; b. Reports on progress of the project at each Community Council meeting; c. At least two news stories; d. At least two presentations for radio and/or television.

Staff Development Component (Process or Activities)

The following are activities generated to achieve the Staff Development Product Objectives:

PROCESS Objective II-STAFF DEVEL.A.2.b.(1).

During each operational year the Project Director and Managerial Staff will conduct a summer workshop, a school year seminar, and half-day in-service sessions for the purpose of developing the skills needed to implement and modify the objectives and structure of the project. These sessions will be directed toward the development by project teacher participants of skills, including:

a. Curriculum decision making, specifically, continually assessing and revising the Continuous Reading Progress Materials: Sequential Levels of Skills; the Diagnostic Instruments; Teacher's Keys for Diagnostic Instruments; and Developmental Instructional Materials and Activities.
b. Practicing the administration of the Diagnostic Tests in the Continuous Reading Progress Materials, informal reading inventories, and/or other diagnostic measures.
c. Examining and selecting various instructional materials to use in attaining reading performance objectives.
d. Learning and practicing skills related to classroom verbal interaction analysis.
e. Learning and practicing skills related to the observation and analysis of classroom cognitive behavior.
f. Engaging in video-taping and feedback sessions in a micro-teaching setting.

2.9. (continued)

Community Involvement Component (Process or Activities)

PROCESS Objective II-COMM. INVOLV.A.2.b.(1).

The Primary Target School Principal will schedule and coordinate two parent-teacher conferences for parents of each child enrolled. Each teacher will plan and initiate the parent-teacher conferences and record any major particulars.

PROCESS Objective II-COMM. INVOLV.A.2.b.(2).

The Project Director and the Community Council Chairman will plan and initiate three meetings of the Council. The Project Director's log will be the means through which any major particulars will be noted.

2.9.1. OTHER "PROCESS" OBJECTIVES OF PROJECT: TRIAD (FY75), AN ADOPTION OF THE PEGASUS-PACE PROGRAM IN EIGHT SCHOOLS.

Process or enabling objectives functioning within the Management, Staff Development, and Community Involvement Components of Project: TRIAD provide a two-fold thrust:

... implementing, assessing, and refining the TRIAD Adoption Model for validated Title III programs.

... coordinating and supporting the adoption of the PEGASUS-PACE Continuous Progress Reading Program for elementary students.

Management Component (Process Objectives)

Objective 1.5. (Mgt. Process)
The project director, staff associates, and participants will install the major project components and operate aspects of the program in terms of the management time line (Gantt chart) developed for each component, with one week leeway before or after the dates.

Special Condition: Concerning this and othermanagement process objectives, the evaluator will hold periodic conferences with staff members, observe management functions, and examine written documentation.

Objective 1.6. (Mgt. Process)
The project director and staff will document modifications in aspects of project operations as needed, including those related to field testing the operational TRIAD Adoption Model as well as implementing the adopted PEGASUS-PACE Continuous Progress Reading Materials.

2.9.1. (continued)

Objective 1.7. (Mgt. Process)
As problematic situations arise within the context of decision making and/or communicating, the project director and staff will review the responsibilities of the project participants involved and will revise if necessary the relevant arrangements for recording and communicating decisions reached.

Objective 1.8. (Mgt. Process)
During the course of the operational year the project director and staff will disseminate information about project functions through:
a. One brochure for parents and lay people,
b. Progress reports at each Community Council meeting,
c. At least two news stories,
d. At least two presentations at regional or national educational meetings.

Staff Development Component (Process Objectives)

Objective 3.3. (Stf. Dev. Process)
During each operational year the project director and staff will conduct a summer workshop, school year seminars, and half-day in-service sessions directed toward coordinating the implementation of the TRIAD Adoption Model as well as toward the development by project teacher participants of skills needed to implement the PACE program for students, specifically:
a. Administration of the informal reading inventories, the PEGASUS-PACE diagnostic tests, and other diagnostic measures,
b. Examining and selecting various instructional materials to use in attaining reading performance objectives within the PEGASUS-PACE curriculum,
c. Curriculum decision making, such as
   ... assessing and continuing to refine the PEGASUS-PACE materials for learners and teachers (Objectives and Skills Check Sheet, Learner-use Diagnostic Instrument, Teacher's Guide and Key, etc.),
   ... developing instructional materials as well as Plans for Skill Development Activities,
d. Skills related to classroom verbal interaction analysis,
e. Skills related to the observation and analysis of classroom cognitive behavior,
f. Engaging in video-taping and feedback sessions in a micro-teaching setting.

Special Conditions: Through a cooperative arrangement with the University of Alabama, it may be possible for individuals to attain academic credit in conjunction with this activity, which would in that case be organized within the structure of a graduate course in education.

2.9.1. (continued)

Objective 3.4. (Stf. Dev. Process)
As a means of examining statistically the personalization of instruction aspect of the TRIAD Adoption Model, the project director and staff will compare the extent of increased efficiency among project teacher groups functioning within the three implementation organizational arrangements (TRIAD-Vegas, TRIAD-Comets, and TRIAD-Galaxies). Specifically they will examine the extent to which their pre-post self-report data on Weekly PACE Reports indicate their having increased in assigning tasks to students on the basis of their diagnosed instructional needs as well as in engaging in one-to-one and small group instruction. Pre-post comparisons will have been made (Objective 3.2. above) between an early nine-weeks' and latter nine weeks' self-report data collected on the Weekly PACE Reports. (See page 9, above.)

Objective 3.5. (Stf. Dev. Process)
As a means of examining statistically the teacher attitude dimension of the TRIAD Adoption Model, the project director and staff will examine the extent and course of attitude change toward several specified aspects of project implementation among project teacher groups functioning within the three implementation organizational arrangements: TRIAD-Vegas, TRIAD-Comets, and TRIAD-Galaxies. Utilizing a projective technique, the assessment of attitudinal change will be based upon teachers' pre-post (September to May) responses on three semantic differential instruments focused upon the following three attitude objects:
a. Personalized Approach to Continuous Education,
b. Your Present School Organization (Team Teaching, etc.),
c. Self-evaluation through Micro-Teaching.

NOTE: These three semantic differentials are available to PEGASUS-PACE adopters who wish to utilize these instruments.

Objective 4.3. (Com. Inv. Process)
The principal of each project target school will schedule and coordinate at least two parent-teacher conferences for each child enrolled. Each teacher will plan and initiate the reporting conferences, document their occurrence, and record any major particulars.

Objective 4.4. (Com. Inv. Process)
The project director and the Community Council Chairman will plan and initiate at least three meetings of the Council each operational year. The project director's log will be the means through which any major particulars will be noted.

2.10. UNANTICIPATED OUTCOMES:

Our problems have been treated as challenges to be overcome and fit more logically a category which might be labeled Problems That Developed and Strategies for Resolving Them.

An outstanding example of this process relates to the continued assessment and revision of the Continued Progress Reading Materials during the three operational years of Project: PEGASUS. (NOTE: Now known as the PEGASUS-PACE Reading Materials, this validated program consists of specific reading skills defined behaviorally within each of seventeen sequential elementary levels. For each level there is a companion diagnostic instrument by means of which the mastery of each reading skill or performance objective is assessed.)

During the initial summer's activity a cluster of test items was constructed to measure the attainment of each specific objective. The content of the diagnostic test items was thus directly and specifically derived from the explicit statement of the objectives, assuring a high degree of content validity.

In June and July, 1972, the resources of a University of Alabama graduate class in Evaluation of Learning, EDF 267, was focused upon specific problems encountered by the PEGASUS staff and teacher participants through a year's experience with the Continuous Progress Reading Materials. Arrangements for the off-campus experience were made through the Project Evaluator, who was also the University's Chairman of the Department of Educational Psychology. Class membership included doctoral students interested in the evaluation of elementary children's reading progress as well as project staff members and key teachers.

2.10. UNANTICIPATED OUTCOMES: (continued)

Following the identification of specific problems, clusters of related problems were noted, and potential approaches were explored. The assignment of small groups of individuals to work on particular problems was on a voluntary basis. During the course of this summer activity, the content validity of a great number of diagnostic items was critically examined, and additional items were constructed for certain skills to attain a more reliable diagnosis. As a basis for further modifications, a detailed item analysis was conducted for several reading levels to determine which "item clusters" had drawn incorrect responses more frequently by the PEGASUS students.

All of the materials were carefully scrutinized for typographical errors, instances of faulty design, degree of clarity of directions, and general readability. Additional performance objectives were specified for certain levels, and appropriate diagnostic items were designed. The readability level of the instructions to be read by students was determined analytically, and revisions were made as needed.

Throughout the 1972-73 school year these revised diagnostic materials were utilized with all children in the Primary Target School and three Satellite Schools, whose student populations span all socio-economic levels. Instructional personnel who administered the diagnostics were encouraged to examine them carefully for hitherto undetected errors in typography, design, or directions and to study children's reactions to all items quite closely. Feedback through the year was given verbally to Curriculum Associates, and notations were written on a complete volume of the Continuous Progress Reading Materials designated for this purpose.

2.10. UNANTICIPATED OUTCOMES: (continued)

In the summer of 1973 the PEGASUS staff and key teachers continued the in-depth revision of the diagnostic instruments at all reading levels. Supervised by the Project Director, the group was organized for independent study in Programs and Processes of Curriculum Development, SCD 302, a graduate seminar taught by Dr. Muriel L. Temple, Chairman of the Department of Supervision and Curriculum Development at the University of Alabama and formerly the Alabama State Advisory Committee Chairman for ESEA Title III.

As a basis for making changes or deletions in the PEGASUS Continuous Progress Reading Materials, the item analysis procedure begun in June, 1972, was continued for all "item clusters" throughout all reading levels. Other criteria for modifications which were identified by the workshop group include the following:

(1) Feedback from 1972-73 experience with children in four elementary schools, especially the necessity to remove the upper "enrichment level" and to generate performance objectives and diagnostic items for skills Levels 15 and 16 (early junior high skills);

(2) Replacement of every test item for which copyright eligibility might be in any way questionable;

(3) Feedback from the documentation of work completed by last summer's class in Evaluation of Learning;

(4) Scrutiny of "item clusters" to determine if sufficient number of items for adequate reliability are included;

2.10. UNANTICIPATED OUTCOMES: (continued)

(5) Examination of performance objectives within each level (on basis of feed-back, further study of scope and sequence, etc.) to determine changes, additions, or deletions which might be needed;

(6) Overall consistency in design, format, and style in stating directions, etc., throughout the sequential materials;

(7) Analytical determination of the readability level of the diagnostic instrument for each reading level.

The summer accomplishments (1973 and 1974) relevant to the above items were quite extensive. The in-depth revision was undertaken for all fifteen skills levels (Readiness and 1 through 14); appropriate diagnostic instruments and teacher's keys. These materials were proofed and edited in June and July, 1974, and the offset press reproduction was undertaken in September.

This system of treating problems as challenges throughout three years' experience in operating the program with children as well as through the structured summer evaluation activities affords for potential adopters a product for which quality control has been maximized.

* * * * * * * * * * * * * * * * * *

A problem which arose early in the implementation year of PEGASUS concerned the initial underestimation of the tremendous amount of adjustment required by those teachers who had not previously engaged in the systematic cluster planning within the differentiated staff arrangement and who had not previously used the PEGASUS Continuous

2.10. (continued)

Progress Reading Materials as a basis for diagnosing, sub-grouping, and gearing reading instruction to the specific needs of individual students. Project leadership accepted the challenge by increasing in a number of ways the time and energy expended in achieving the Staff Development objectives. As a result the participants' extent of improvement in planning and coordinating skills as well as in teaching competencies was outstanding.

During the first year of the project, the project director and the curriculum associates contributed extensively in providing instructional leadership. During the second year, while the project staff continued to provide leadership, the Coordinating Teachers and all participating Teachers entered more constructively into the planning process.

2.11. CRITERIA TO BE USED BY DEVELOPER-DEMONSTRATOR IN THE REJECTION OF ADOPTERS:

Rejection of an adopter would be made through a PEGASUS-PACE staff determination of the degree of failure to meet exceedingly necessary criteria for adoption. Failure of adopter administration to demonstrate active support for the program implementation or the adopter's failure to preserve the integrity of the PEGASUS-PACE program, for example, would be considered very serious deficiencies.

Because any decision for rejection would necessarily depend upon the Developer-Demonstrator's interpretation of adopter failure to meet pre-specified criteria for adoption, it appears relevant to state these criteria at this point:

2.11. (Continued)

CRITERIA TO BE USED BY DEVELOPER-DEMONSTRATORS

IN THE SELECTION OF ADOPTERS[1]

1. Educational need on the part of potential adopters should have been established through an ongoing needs assesiment or else a new survey.
2. Instructional personnel implementing the adoption should be involved in the decision to adopt. Participation of program adopters should be on a voluntary basis.
3. Administrative commitment should be demonstrated by the following actions:
    a. Investment of adequate human, physical, and financial resources.
    b. Provision of released time for staff development on a scheduled basis (for example: summer workshops, half-day work sessions, or continuing seminars).
    c. Budgeting of funds for travel of key personnel to the Developer-Demonstrator site.
    d. Negotiating a specific memorandum of agreement with the Developer-Demonstrator.
    e. Following relevant guidelines of ESEA, Title III.
4. Program adopters will employ the PEGASUS-PACE Continuous Progress Reading Program as the total developmental reading program for their assigned students: (1) administering informal reading inventories to students entering the program; (2) administering PEGASUS-PACE diagnostic instruments; (3) using the Sub-Grouping Chart as a basis for sub-grouping children according to needed skill attainment; (4) developing and

[1]Reproduced from PEGASUS-PACE Continuous Progress Reading Program: What Every Potential Adopter Needs to Know, December 2, 1974, p. 88-89.

prescribing learning activities for each child appropriate to his diagnosed instructional needs; (5) reporting to parents and students in a manner appropriate to this personalized reading program (holding at least two planned and scheduled parent conferences for each student during the year, if possible).

5. Program adopters should be willing to participate in staff development functions on a scheduled basis.
6. Program adopters (with administrative support) should conduct a pre-post summative evaluation of major learner-based product objectives.
7. Concerning the offer of participation to non-profit non-public schools (required by OE), program adopters should retain evidence of their intention to participate (letter of acceptance) or evidence of their declining the offer (letter of rejection).
8. Concerning the criterion of geographic location, priority will be given to a potential adoption which would achieve a more extensive geographic spread.
9. Concerning the size of the adopting student population, priority will be given to starting with a primary target population on a pilot basis.
10. Concerning "adaption" vs adoption, extremely low priority will be assigned to potential adoptions which might appear to tamper with the integrity of the program.

2.12. REQUIRED INSTITUTIONAL CHANGES

Recognizing students' different learning styles and learning rates, this project affords them an educational environment which departs from earlier practices in several ways. Performance objectives in reading are organized and are individually assessed within seventeen sequential levels, allowing a child to achieve continuous progress at his own pace. The goal

2.12. (Continued)

at each level is mastery of that group of skills, with the support of effective teaching, properly prescribed materials, and sufficient time for learning to take place. Successful implementation of the program, however, can take place in a self-contained classroom as readily as in a cluster or team arrangement.

Since this program comprises students' developmental reading program, it is expected to be implemented by regular classroom teachers rather than by special reading teachers. Hence, it is not necessary for an adopting school district to provide additional rooms for extra teachers. Spacing requirements for small group and individual instruction can be worked out in these regular classroom and other locations within the school.

No additional instructional equipment is required beyond that usually found in elementary and middle schools. Access to an overhead projector and an audio tape recorder for instructional purposes would be quite helpful, of course. Likewise an audio or video tape recorder would make it possible to implement teacher self-evaluation within the context of micro-teaching.

2.13. INSTRUCTIONAL MATERIALS DEVELOPED BY DEVELOPER-DEMONSTRATOR

The PEGASUS-PACE Continuous Progress Reading Materials, modified in 1972 and thoroughly revised during the following two operational years, comprise the heart of this nationally validated program. The basic structure of these materials consists of specific reading skills defined behaviorally within each of seventeen sequential elementary levels (Figure 4). A companion Diagnostic Instrument for each level (Figure 5) contains a variety of tasks for the learner to perform in order to demonstrate his mastery of the skills. Teacher-use Continuous Progress Materials include a Teacher's Guide and Key for each level (Figure 6); a Sub-Grouping Chart (Figure 7); and a Reading Progress Record Folder (Figure 8).

Name Johnson, Bob

READING - Level 4 Objectives and Check Sheet

Date November 4, 1973

I. WORD ANALYSIS

		The Learner . . .
A. Basic Vocabulary	__1.	Given the vocabulary of the basal text being used, will correctly identify 95% of the words.
B. Phonetic Analysis	12-18-73 A.S.	Given words read aloud, will identify those words which contain long and short vowel sounds.
	√3.	Given a list of words, will identify the rhyming words in the list.
	√4.	Given guide words containing the phonograms: (ame, ight, ill, ine, orn, ound), will make new words by adding initial consonants.
	12-4-73 A.S. 5.	Given a list of words, some of which contain the consonant letter combinations kn and mb, will identify those words which contain silent consonants.
	√6.	Given a written list of words containing the letter c, will identify the words in which the c represents the s and k sound.
	7.	Given a list of one syllable words containing the
	√	a. vowel combinations (ai, ay, ea, oa, ee) or a
	√	b. vowel followed by a consonant and a final e (vce), will identify the long vowel sound heard in each word.
	√8.	Given pictures of objects and the consonant blends (tr, sw, cl, sn, sk, gl, sp, sl,), will identify the blend heard at the beginning of each picture's name.
	√9.	Given pictures of objects whose names contain the consonant digraphs (ch, sh, wh, th), will identify the digraph heard in the word.
C. Structural Analysis	√10.	Given incomplete sentences and a choice of words some of which have the endings s, ed, er, and ing added, will select the appropriate word to complete the meaning of the sentence.
	12-12-73 A.S. 11.	Given two lists of words, will form compound words using words from the lists.
	12.	Given contractions (you'll, it's, isn't, I'm, can't) and incomplete sentences will:
	__	a. select the appropriate contractions to complete the meaning of the sentences.
	__	b. write the two words which each contraction represents.
	√13.	Given a list of nouns, some of which have been made plural by adding s and es, will identify those nouns in the plural form.
	√14.	Given one and two syllable words read aloud, will indicate the number of syllables heard in the pronounced words.

Figure 4

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Reading - Level 4
(Revised 6-28-74)
Diagnostic Instrument

NAME Bob Johnson
DATE November 4, 1973

1. No item.

2. Long-X Short-◯

13/16

Example: ~~may~~ / (bad)

Box A	Box B	Box C	Box D
~~way~~	(got)	~~feed~~	~~eat~~
(Patty)	~~cole~~	~~legs~~	(jump)
~~hill~~	(cuf)	(pen)	(last)
~~five~~	~~sleep~~	~~day~~	(see)

3.

4/4

go	good	day	last
run	bird	(way)	away
(slow)	horse	town	street
hop	(could)	stop	(fast)

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Figure 5

I. WORD ANALYSIS

A. Basic Vocabulary:

1. Administer vocabulary checks when and as suggested in the manual of the basic text being used. Additional sources for checking vocabulary such as Dolch, and Fry may be used.

B. Phonetic Analysis:

2. Listen as I say the words in each box. Listen particularly for the vowel sound. Put an X on the words that have a long vowel sound. Ring the words which have a short vowel sound. I will say the word two times. You may need to whisper it to yourself too. Let us start with Box A.

*This item checks the learner's ability to auditorially identify the long and short vowel sounds heard in words.

Example: ~~may~~ (bad)

Long- X Short- ○

Box A	Box B	Box C	Box D
~~way~~	got	~~food~~	~~eat~~
Patty	~~poke~~	legs	jump
hill	cut	pen	last
~~five~~	~~sleep~~	~~day~~	~~see~~

3. Say the first word in each box to yourself. Then say the other words. Ring the word in each column which rhymes with the first word.

go	good	day	last
run	bird	(way)	away
(slow)	horse	town	street
hop	(could)	stop	(fast)

*Phonic Generalization: Words which rhyme sound alike at the end.

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Teacher Smith

School Edgewood Level 4 (Fast Achievers)

PEGASUS-PACE Materials
Sub-grouping Chart
(Revised 6-28-74)

	Johnson, Bob	Avery, Jane	Cox, Sue	Gray, Henry	Brown, Louise	Floyd, Ann	Goins, Ray
I. WORD ANALYSIS							
Basic Vocabulary							
Phonetic Analysis	(2), (5)	3	(2)	(4) 7		7	9
Structural Analysis	(11) 12	12			12	12	11, 13
Context Clues							
Word Meaning and Usage	19	18, 19	(17)			(17) 19	16
II. COMPREHENSION							
Main Idea					22		22
Details	24		24		24, 25		
Sequence		26		26			
Inferential Reading	(30)		(30)	27		28, 29	(30)
Critical Reading							
Literary Skills							
Appreciation							
III. STUDY SKILLS							
Following Directions				31			
Locating Information	34	(33)			34	34	
Organizing Information							
Recalling and Evaluating Info.							
Oral and Silent Reading							

SKILLS PROGRESS CHART

(Instrument used by project teachers in planning and prescribing learning activities for students. This chart also provides a graphic picture of each learner's progress toward mastery of the skills on a specific level.)

* Numbers in the column below each child's name indicate skills on Level 4 for which instruction is needed.

** Circled numbers indicate instruction has been given for that specific skill and mastery determined.

Figure 7

READING PROGRESS RECORD
(5-25-73)

Name Johnson, Bob
School Edgewood

ESEA Title III, Section 306
Project: PEGASUS
Tuscaloosa City Schools
Tuscaloosa, Alabama 35401

School Year	Homeroom Teacher
1973-74	A. Smith

Informal Reading Inventory

Administered by A Smith
Date Sept. 3, 1973
Independent Level 2
Instruction Level 3
Frustration Level 4
Capacity Level

283

READING PROGRESS

Level	Date	Reading Teacher	Level	Date	Reading Teacher
3	9-5-73	A. Smith			
4	11-4-73	A. Smith			

Figure 8

The resource file of Plans for Skill Development Activities (Figure 9) which is currently being developed in the PEGAS[illegible]S-PACE Resource Center, is expected to be another important project contribution. A collection of specimen lesson plans will be drawn from those generated for each reading instructional level and published in a large ring-binder. This volume is expected to be available for dissemination during the coming year.

Costs for adopting the PEGASUS-PACE Program are low and will remain low because these materials have been developed, pilot tested, and revised, within the project and are being produced by the Tuscaloosa City Schools. Hence, the profit factor in publishing has been removed. Upon completing official negotiations for adoption and signing a memorandum of agreement with PEGASUS-PACE, an adopting school or school district will be granted permission to reproduce these copyrighted materials for their own use.

For this purpose there is presently available a Master Volume of the PEGASUS-PACE Continuous Progress Reading Materials (17 levels), which is loose-leaf bound in a hard-back vinyl binder. This full volume of learner-use and teacher-use materials contains the following items for each of 17 levels (Readiness through 16):

a. Objectives and Skills Check Sheet

b. Teacher's Guide and Key

c. Learner-use Diagnostic Instrument

For Levels 9-16 Learner-use Answer Sheets are also included.

This volume may be ordered, postage paid, for $35.00 from the Tuscaloosa City Board of Education, marked to the attention of Marie Sinclair. An accompanying check likewise should be made payable to the Tuscaloosa City Board of Education and mailed to this address:

Tuscaloosa City Board of Education
Attention: Marie Sinclair, Director
Projects: PEGASUS-PACE and TRIAD
1100 - 21st Street East
Tuscaloosa, Alabama 35401

PLAN FOR A SKILL DEVELOPMENT ACTIVITY

PEGASUS-PACE
Continuous Progress Reading Materials

READING LEVEL 4
YEARS IN SCHOOL (Check One):
Primary Middle Upper
Levels X ;Levels ____;Elem. ____

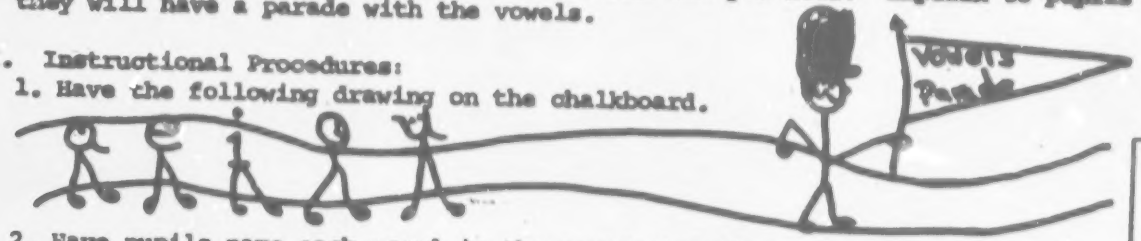
Skill No. B 2 Statement of Skill to be developed:
Given words read aloud, will identify those words which contain long and short vowel sounds.

Plan contributed by: TEACHER Gray CLUSTER Stafford DATE 3/19/73

I. Materials Needed:
Chalkboard, chalk, 2 sets of flash cards with the vowels printed on them, and a vowel banner made from a sheet of 12" x 24" construction paper cut into a triangular shape. The banner is attached to the top of a yardstick.

II. Introduction to Lesson (motivational techniques):
Talk with pupils about having a parade. Question them as follows: Have you ever seen a parade? What was in it? What sounds did you hear? Explain to pupils that they will have a parade with the vowels.

III. Instructional Procedures:
1. Have the following drawing on the chalkboard.



2. Have pupils name each vowel in the parade together.
3. Have pupils tell the sounds of each of the vowels together.
4. Then call on pupils to come up one at a time and name the first vowel "A", make the long sound and give a word that has a long vowel sound of "A" in it. Continue in this manner for all of the long sounds of the vowels. If the pupil guesses the sound and word correctly, he will get that vowel flash card pinned on him; if he misses he will have to wait his turn again. When the pupils get the flash card pinned on him, he will stand in line for the vowel parade.
5. Then call on pupils to come up and begin with vowel "A", giving the short sound and a word containing a short vowel sound. Follow the same procedures as done for the long vowel sound. (Be sure that each child has had a chance and is in the line for the parade).
6. When all pupils are in line, call out the word CAT and the first person to tell the vowel sound will get to carry the banner (VOWELS PARADE).
7. Begin the parade by having pupils march around in the room saying: A E I O U are vowels you see, they are as helpful as can be.

IV. Techniques Used to Evaluate the Learner's Acquisition of Skills:
Observation of pupils during participation in activity.

Reading Skill No. B 2
Level 4

Years in School (Check One):
Primary X , Middle ____, Upper ____

Figure 9

2.14. TRAINING MATERIALS DEVELOPED BY DEVELOPER-DEMONSTRATORS

Various brochures, in-depth descriptive reports, and portfolios of specimen PEGASUS-PACE materials have been developed for workshop background study materials. These items also may be requested free of charge by potential adopters on a PEGASUS-PACE Materials Request Form (Figure 10).

In addition a number of printed materials as well as relevant overhead transparencies have been developed for use with each of the following aspects of PEGASUS-PACE staff development:

1. Administering an informal reading inventory to determine a student's initial entry reading level;
2. Introduction to the organization of the PEGASUS-PACE Continuous Progress Reading Materials; learning and practicing the procedures involved with using the diagnostic materials;
3. Examining and selecting instructional materials geared to specific reading behavioral objectives;
4. Systematic observation skills such as classroom verbal interaction analysis and levels of cognition analysis (within the context of micro-teaching);
5. Developing a resource file of Plans for Skills Development Activities;
6. Studying various approaches used to teach reading.

All necessary printed training materials are being provided free of charge to workshop participants by the Developer-Demonstrator project. Neither these handouts nor the related overhead transparencies have yet been mass produced for export, but several Facilitators have reproduced these materials for their own PEGASUS-PACE presentations.

ESEA Title III
Projects: PEGASUS-PACE and TRIAD
Tuscaloosa City Board of Education
1100 - 21st Street, East
Tuscaloosa, Alabama 35401

MATERIALS REQUEST FORM

One copy of each checked dissemination item will be provided free of charge upon receipt of this completed request form. (Please print or type.)

_____ 1. PNAC Project Descriptive Report (an in-depth presentation of all aspects of Project: PEGASUS, the nationally validated reading program which was developed and field-tested during 1970-74).

_____ 2. A three-page reprint of the PEGASUS Write-up in the PNAC 1974 Annual Report (concise and readable).

_____ 3. PEGASUS-PACE Brief or Abstract (1975 up-dated hand-out with specimen pages from revised diagnostic materials).

_____ 4. Portfolio of PEGASUS-PACE materials,
   a. Specimen sets of diagnostic materials (including teacher's guide and key) for two selected reading levels,
   b. Student's Reading Progress Record Folder,
   c. Teacher's Sub-Grouping Chart,
   d. Plan for a Skill Development Activity.

_____ 5. The Proposal for Project: TRIAD, which field-tests a model for "replication/institutionalization/adaption" of a validated Title III project in other education settings. This Title III project is presently underway in seven public elementary schools and one parochial school.

_____ 6. PEGASUS-PACE Continuous Progress Reading Program: What Every Potential Adopter Needs to Know, December, 1974, (an up-dated in-depth presentation of all aspects of the project revelant to the concerns of potential adopters).

NAME _____ TITLE _____ DATE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

Available for purchasing is a Master Volume of the PEGASUS-PACE Continuous Progress Reading Materials (17 levels), which is loose-leaf bound in a hard-back vinyl binder. This full volume of learner-use and teacher-use materials contains the following items for each of 17 levels (Readiness through 16):

   a. Objectives and Skills Check Sheet
   b. Teacher's Guide and Key
   c. Learner-use Diagnostic Instrument

For Levels 9-16 Learner-use Answer Sheets are also included.

This volume may be order, postage paid, for $35.00 from the Tuscaloosa City Board of Education, marked to the attention of Marie Sinclair. An accompanying check likewise should be made payable to the Tuscaloosa City Board of Education and mailed to this address:

Tuscaloosa City Board of Education
Attention: Marie Sinclair, Director
Projects: PEGASUS-PACE and TRIAD
1100 - 21st Street, East
Tuscaloosa, Alabama 35401

Figure 10

..14. (continued)

It is possible that a June, 1975, workshop to train trainers will be added to the PEGASUS-PACE schedule for FY75. It is therefore likely that a package of training materials for trainers will be assembled before that time and made available to adopter participants during these in-depth staff development sessions.

2.15. DEMONSTRATION/VISITATION CAPABILITY

2.15.1. Frequency of Demonstration/Visitation

Demonstration/visitations have been taking place systematically as integral functions of the PEGASUS-PACE workshops scheduled during August, September, October, November, and February of FY75. An additional demonstration site workshop for committed adopting personnel has been recently scheduled for April 16-18, 1975.

2.15.2. Limitations or Constraints

Each workshop is planned with a double-track arrangement, accommodating thirty participants for each track, or a total of sixty. The participants must pre-register by mail on a specified form at least one week and a half prior to the workshop dates.

2.15.3. Contact Person

Dr. Marie Sinclair, Director
Projects: PEGASUS-PACE and TRIAD
Tuscaloosa City Board of Education
1100 - 21st Street, East
Tuscaloosa, Alabama 35401
Phones: 205/758-3845 or 205/759-5705, Ext. 75

2.15.4. Locations for Visitation and Demonstration

Visitations and demonstrations are taking place at designated PEGASUS-PACE schools within the Tuscaloosa City Schools. Workshop participants are systematically scheduled to visit the identified PEGASUS-PACE demonstration-site teachers, who are developers as well as implementers of the PEGASUS-PACE Continuous Progress Reading Program.

2.16. TRAINING CAPABILITY

2.16.1. Training at Developer-Demonstrator Site and 2.16.2.

Training likewise has been taking place systematically as an integral function of the regularly scheduled PEGASUS-PACE workshops for potential out-of-state adopters. Figures 11-a, 11-b, 11-c, and 11-d present the schedule for a recent workshop which began with awareness-level experiences for two parallel groups (tracks) of participants. This schedule includes alternative activities chosen by workshop participants according to their educational roles and relevant needs.

ESEA Title III
Project: PEGASUS-PACE
Tuscaloosa City Schools
1100 - 21st Street, East
Tuscaloosa, Alabama 35401

PEGASUS-PACE WORKSHOP
for Out-of-State
Potential Adopters
February 5, 6, and 7, 1975

Morning and Afternoon Sessions

Wednesday, February 5, 1975

8:15 - 8:45	REGISTRATION	Learning Resources Center Library
8:45 - 9:00	WELCOME Dr. Hugh H. Stegall Superintendent Dr. Nora Price Director of Instruction	Learning Resources Center Auditorium

Module 1 9:00 - 10:00	OVERVIEW AND SLIDES Marie Sinclair Project Director	L.R.C. Auditorium
10:00 - 10:15	BREAK	L.R.C. Library
Module 2 10:15 - 11:00	Track I INFORMAL INVENTORY Louise Crawford Curriculum Associate L.R.C. Auditorium	Track II INFORMAL INVENTORY Becky Wooldridge Curriculum Associate Board Room
Module 3 11:00 - 12:00	Track I DIAGNOSTIC PROCEDURES Gay Estes Curriculum Associate L.R.C. Auditorium	Track II DIAGNOSTIC PROCEDURES Elizabeth Cheshire Curriculum Associate Board Room
12:00 - 1:30	LUNCH --- On your own (map available)	
Module 4 1:30 - 2:45	Track I BRIEF REVIEW, SCORING PROCEDURES and PLANNING for SUB-GROUPING Louise Crawford Gay Estes Curriculum Associates L.R.C. Auditorium	Track II BRIEF REVIEW, SCORING PROCEDURES, and PLANNING for SUB-GROUPING Elizabeth Cheshire Becky Wooldridge Curriculum Associates L.R.C. Library
Module 5 2:45 - 3:15	COMMUNITY INVOLVEMENT Mr. Tom Joiner Community Council Chairman PLANNING FOR SCHOOL VISITATION Marie Sinclair Project Director	L.R.C. Auditorium L.R.C. Auditorium

Figure 11-a

ESEA Title III
Project: PEGASUS-PACE
Tuscaloosa City Schools
1100 - 21st Street, East
Tuscaloosa, Alabama 35401

PEGASUS-PACE WORKSHOP
for Out-of-State
Potential Adopters
February 5, 6, and 7, 1975

ASSIGNMENT OF GROUPS FOR CLASSROOM OBSERVATION

Thursday Morning, February 6

Groups for Stafford and Woodland Forrest Elementary Schools depart from the City Board of Education promptly at 8:15 a.m. Please come to the Board Room at 8:00 a.m. These groups will return to the City Board of Education at 11:00 a.m. for a Workshop Session.

The groups for Northington Elementary School will meet in the L.R.C. Auditorium at 8:15 a.m. for a Workshop Session, and will depart for their observation at 9:40 a.m.

STAFFORD (1st)	STAFFORD (2nd)	NORTHINGTON (3rd)
Mrs. Fannye Gray	Mrs. Nancy Alexander	Mrs. Erin Sledge
Brenda Mayes	Carrie Webster	Jan Arthur
Cheryl H. Lee	Ellen Davis	Rita Owens
Sadie C. Barnes	*Frances Thompson	Mary Gillard
Susie Unger	James Moses	Jane Runnels
Wanda Harbin	*Warren Mitchell	Lucille Barnett
Lohrone Cannon	Carol Morrow	Judy Mathis
Clarence J. Fennell	Kathy Schultz	Carolyn Powell
Sarah Baker		

NORTHINGTON (4th)	NORTHINGTON (5th)	WOODLAND FORREST (6th)
Mrs. Ann Hill	Mrs. Juanita Thompson	Mrs. Sue Beverage
Judy Godfrey	Betty Miley	Lana Sweatt
H. David Nettles	Alpha Wilson	Marie White
Mary Hogarth	Barbara Morton	Marion Smith
Sheila Jackson	Connie Brooks	Emmie Atkinson
Michael Splvack	Isabel Dixon	Charles Barthe
Patricia Kuby	Martha Howard	George Shelley
John Herndon	Arthur Spangenberg	Glenna Meade
	Betty Roberson	*Thomas L. Brock

*Drivers

Figure 11-b

ESEA Title III
Project: PEGASUS-PACE
Tuscaloosa City Schools
1100 - 21st Street, East
Tuscaloosa, Alabama 35401

PEGASUS-PACE WORKSHOP
for Out-of-State
Potential Adopters
February 5, 6, and 7, 1975

Morning and Afternoon Sessions

Thursday, February 6, 1975

Module 6 8:00 - 12:00	Track I (Stafford and Woodland Forrest Groups) 8:00 - Board Room 8:15 - 11:00 - Observation at Stafford or Woodland Forrest 11:00 - 12:00 - RECORD KEEPING Becky Wooldridge Curriculum Associate L.R.C. Auditorium	Track II (Northington Group) 8:15 - RECORD KEEPING Elizabeth Cheshire Curriculum Associate L.R.C. Auditorium 9:40 - 11:30 - Observation at Northington School
12:00 - 1:30	LUNCH --- On your own (map available)	
Module 7 1:30 - 3:00	Track I (Primary) BASAL APPROACH, EMPHASIZING BARRETT'S TAXONOMY Louise Crawford Becky Wooldridge Curriculum Associates L.R.C. Auditorium	Track II (Upper Elementary) BASAL APPROACH, EMPHASIZING BARRETT'S TAXONOMY Elizabeth Cheshire Gay Estes Curriculum Associates Board Room

Track I

Warren Mitchell
Pat Kuby
Charles Barthe
Judy Mathis
Brenda Mayes
Emmie Atkinson
George Shelley
Kathy Schultz
Sadie Barnes
F. Marion Smith
Martha Howard
Mary H. Gillard
Cheryl Lee
Ellen Davis
Sarah Baker
Susan Unger
Wanda Harbin
Carrie Webster

Track II

Connie Brooks
Rita Owens
Betty Miley
Barbara Morton
Isabel Dixon
Michael Splvack
Clarence Fennell
Sheila Jackson
James Moses
John Herndon
Jan Arthur
Jane Runnels
Alpha Wilson
Frances Thompson
David Nettles
Lucille Barnett
Glenna Meade
Mary Hogarth
Lohrone Cannon
Lana Sweatt
T. L. Brock
Judy Godfrey

Figure 11-c

ESEA Title III
Project: PEGASUS-PACE
Tuscaloosa City Schools
1100 - 21st Street East
Tuscaloosa, Alabama 35401

PEGASUS-PACE WORKSHOP
for Out-of-State
Potential Adopters
February 5, 6, and 7, 1975

Morning Sessions

Friday, February 7, 1975

Module 8 8:30 - 9:00	WASHINGTON CALLING . . . Mr. Gene Engle, OE Program Officer THE STATE TITLE III SCENE . . . Mr. W. T. McNeil, Alabama Title III Coordinator		L.R.C. Auditorium
Module 9 9:00 - 10:30	**Activity A** PRACTICE SESSION FOR DEVELOPING RESOURCES AND PLANNING FOR INSTRUCTION Becky Wooldridge Louise Crawford Curriculum Associates L.R.C. Library Sarah W. Baker Ellen D. Davis Cheryl Lee Mary H. Gillard Martha Howard Mary Lee Hogarth Glenna Meade	**Activity B** INTERACTION ANALYSIS OTHER APPROACHES TO TEACHING READING Gay Estes Curriculum Associate L.R.C. Auditorium Brenda Mayes Judy Mathis Charles Barthe Pat Kuby Warren Mitchell Michael Splvack Isabel R. Dixon Barbara Morton Betty Miley Marie White Rita Owens Connie Brooks	**Activity C** PROJECT MANAGEMENT, EVALUATION, STAFF DEVELOPMENT Marie Sinclair, Project Director Steve Hebbler, Evaluation Associate PEGASUS-PACE Office Area F. Marion Smith Sadie Barnes Kathy Schultz George Shelley Emmie Atkinson Lucille Barnett David H. Nettles Frances Thompson Alpha E. Wilson Jane Runnels Jan Arthur John Herndon James Moses Sheila Jackson Clarence Fennell
10:30 - 10:45	BREAK		
10:45 - 11:30	FEEDBACK AND EVALUATION Marie Sinclair and Staff		L.R.C. Auditorium

Thank you for your interest in our program.

Figure 11-d

2.16.3. Constraints on the Number of Participants

(Please refer to 2.15.2., above.)

2.16.4. Constraints Concerning the Number of Possible Adopters

The factors which affect the number of possible adopters which the PEGASUS-PACE staff can work with are the following:

1. Size of adopting school or school system;
2. Financial, human, and other support resources within the adopting system;
3. Need for increased funding and therefore for additional staff members for Project: PEGASUS-PACE. At present our total professional staff consists of 2¼ full-time equivalent persons.

2.16.5. Training Adopter Trainers

Without doubt more staff members are needed. Another alternative worthy of consideration appears to be the development of an in-depth and more lengthy D-D site workshop for the training of adopter trainers. (See Section 2.14., above, for the possibility of this taking place in June, 1975.)

2.16.6. Expertise of Developer-Demonstrator Staff

The following Developer-Demonstrator staff members are being engaged in training adopters of PEGASUS-PACE:

Elizabeth S. Cheshire (full-time funded by another project)
B.S. in Elementary Education, Auburn University
M.A. in Elementary Education, University of Alabama
AA Certificate in Elementary Education, University of Alabama

Louise J. Crawford (full-time funded by another project)
B.S. in Elementary Education, Stillman College
M.A. in Elementary Education; and Supervision and Curriculum, University of Alabama
AA Certificate in Elementary Education, University of Alabama

Gay Nell Estes (full-time with PEGASUS-PACE)
B.S. in Elementary Education, University of Alabama
M.A. in Elementary Education and Administration, University of Alabama
AA Certificate in Elementary Education; and Curriculum and Supervision, University of Alabama

2.16.6. (continued)

Rebecca R. Wooldridge (one-half time funded by another project)
B.S. in Elementary Education, University of Alabama
M.A. in Elementary Education, University of Alabama

2.17. TRAINING SCHEDULE

(Please refer to 2.15.1., 2.16.1., 2.16.2., and 2.16.5., above.)

2.18. CRITERIA TO BE USED BY DEVELOPER-DEMONSTRATORS TO JUDGE DEGREE TO WHICH THE PROGRAM HAS BEEN IMPLEMENTED

The criteria used by the PEGASUS-PACE Developer-Demonstrator Project in the selection of adopters[2] also detail specifically the essential steps in implementing an adopted program. (These criteria have been restated in Section 2.11. of this document for Facilitators because D-D rejection of a potential adopter would be directly related to the adopter's failure to meet these essential requirements.)

Likewise it appears that these same stipulations offer a useful framework for organizing specific actions which should be assessed as a basis for judging the degree to which the adopted program continues to be successfully implemented. On this basis the following progress report and feedback form (Figure 12) will be utilized by the adopters and the D-D staff.

[2]Reproduced from PEGASUS-PACE Continuous Progress Reading Program: What Every Potential Adopter Needs to Know, (revised February 14, 1975), Section 1.14., p. 88-89.

ESEA Title III
Project: PEGASUS-PACE
Tuscaloosa City Schools
1100 - 21st Street East
Tuscaloosa, Alabama 35401

Adopting State _____

School District _____

School _____

ADOPTION PROGRESS REPORT FORM

Report prepared by _____ Date _____

School Address _____

City _____ State _____ Zip _____ Phone _____

Principal _____ Number of Teacher Participants _____ Number of Student Participants _____

For each of the following aspects of program adoption, please describe progress made during the present reporting period ending _____.
Date

PROGRESS REPORTED	FEEDBACK NEEDED FROM PEGASUS-PACE
1. The degree to which informal reading inventories have been administered to students entering the PEGASUS-PACE Continuous Progress Reading Program:	1.
2. The degree to which the appropriate diagnostic instruments have been administered to the students in the program.	2.
3. The degree to which teachers are using the Sub-Grouping Charts as a basis for sub-grouping students according to diagnosed need.	3.
4. The degree to which teachers are in the process of developing learning activities for a reading resource file in order to personalize diagnosed instructional needs of students.	4.

Figure 12

5. The degree to which teachers are reporting to students and parents in a manner appropriate to the PEGASUS-PACE Continuous Progress Program.	5.
6. The specific staff development activities which have occurred to this point.	6.
7. The possible staff development plans that have been made for the future.	7.
8. Any pre-post summative evaluation activity which has been conducted.	8.

If any problems have been encountered during this reporting period, please describe the strategies used to resolve them.

Other Comments and Questions:

2.19. SEQUENCE OF EVENTS (TIME LINE)

The projected sequence of events for the full implementation of the PEGASUS-PACE Program includes the following steps:

1. Participating in a week's in-depth workshop to learn the processes and procedures in implementing the PEGASUS-PACE Continuous Progress Reading Program;
2. Administering an informal reading inventory to determine students' initial entry reading levels;
3. Administering the PEGASUS-PACE Diagnostic Instruments for the appropriate instructional levels as indicated by the results of the informal reading inventories;
4. Recording on the Sub-grouping Chart as well as on the Objectives and Skills Check Sheets the assessed needs of students as indicated by the diagnostic procedures;
5. Grouping and sub-grouping students according to diagnosed needs in reading skills instruction;
6. Developing and prescribing learning activities for each student appropriate to his diagnosed needs, and instructing students on this personalized basis;
7. Reporting to parents and students through conferences and by means of a report card which is appropriate to the continuous progress concept.
8. Engaging in continuous staff development through regularly scheduled seminars and workshops.

2.20. OTHER INFORMATION

2.20.1. Making Application for Adoption

In order for an LEA to negotiate the adoption of PEGASUS-PACE, it will be necessary to make application by means of a State Title III proposal outline or by following this PEGASUS-PACE outline:

Application for Adoption of PEGASUS-PACE

1. Summary Statement of Needs Assessment,
   a. Procedures used in needs assessment,
   b. Findings of needs assessment;
2. Brief Explanation Why This Was Chosen Over Others;
3. Brief Explanation Why and How the Implementation of PEGASUS-PACE is Expected to Fulfill the Priority Need;
4. Performance Objectives Defined by Adoption (Product and Process Objectives);
5. Evaluation Procedure for Each Objective (Product and Process);
6. Description of Proposed Implementation of PEGASUS-PACE (Include schools, target population, student characteristics, type of instructional organization, local staff development resources, material resources, etc.);
7. Time Line of Completion Dates for Major Tasks, Events, etc.

Upon acceptance of the appropriate application, the adoption procedures will be completed by negotiating a mutually acceptable memorandum of agreement. As mentioned in Section 2.18., above, the Adoption Progress Report Form will be used as a means of continually assessing the degree to which all aspects of the PEGASUS-PACE Program are being successfully implemented.

2.20.2. Progress Report of Adopters, Adoptions in Process, and Potential Adopters to Date: February 7, 1975

This information has been concisely presented on the chart which follows as Figure 13.

PEGASUS-PACE Progress Report to Mr. Gene Engle, OE Program Officer, February 7, 1975

ADOPTERS			POTENTIAL ADOPTERS		
Location	Number of Schools	Number of Districts	Location	Number of Schools	Number of Districts
Tuscaloosa City Schools Tuscaloosa, Alabama	11	1	Columbia, Missouri	?	1
Holy Spirit School Tuscaloosa, Alabama	1	1	Kansas*	?	4
Okarche, Oklahoma	1	1	North Carolina*	?	12
Hampton County (District One), South Carolina	1	1	Twiggs County, Georgia	2	1
Johnson County, Georgia	1	1	Hampton County (District Two), South Carolina	1	1
Bureau County, Illinois	20-24	1	Lee County, South Carolina	1	1
Fayette County, Alabama	3	1	Carrollton-Farmers Branch I.S.D. Carrollton, Texas	2	1
Marion County (District One), South Carolina	1	1	Elba City Schools Elba, Alabama	2	1
			Elyria, Ohio	14	1

*Represented at Workshop by State Facilitator

Figure 13

300